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ABSTRACT

This kit is a tool for enabling communities to work together to motivate children and families to make food choices for healthy diets. Team Nutrition is the implementation tool for the U.S. Department of Agriculture's School Meals Initiative for Healthy Children. Its goal is to empower schools to serve healthy meals and motivate students to make healthy food choices. Its two components are technical assistance and training for food service personnel and nutrition education for children and families. Learning activities are grounded in the extension approach enabling families and communities to take charge of their own well-being. The kit has three major features: themes and definitions; components (which further define the themes); and activities for youth, families, and the community. Each activity is theme-based and tied to a specific component. Section 1 of the kit provides an introduction to the program and its mission. Sections 2, 3, and 4 present the learning activities which are the heart and soul of the kit. They include master copies for reproducing, selected handouts, and other materials. Section 5 contains a variety of resource materials needed when implementing the activities, including resources and lists of books and other publications. Reproducible nutrition poster and Food Guide Pyramid information is appended. (SM)



Community Nutrition Action Kit

For People where they Live, Learn & Play

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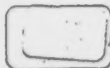
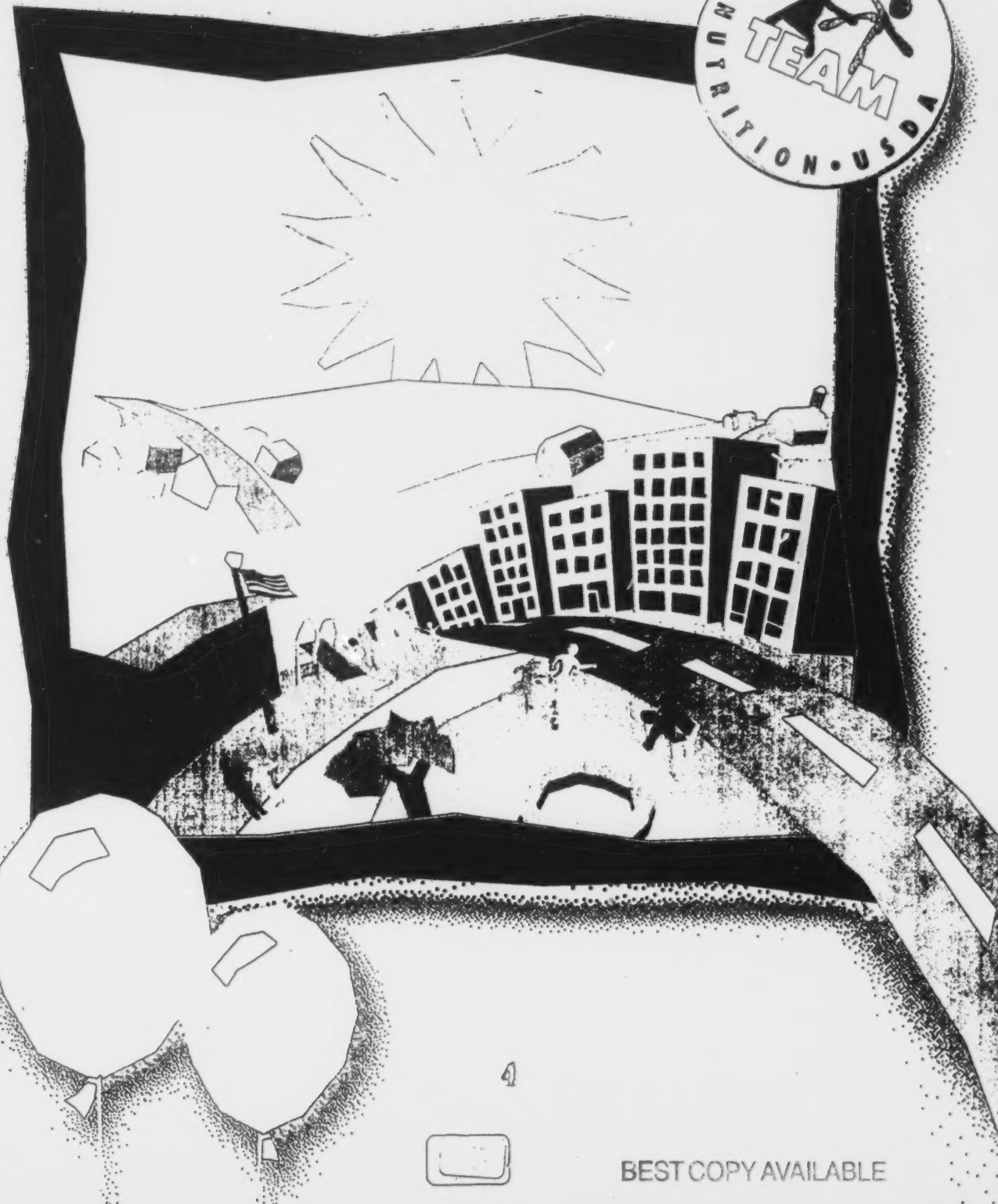


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Other Materials

Information on Team Nutrition In-School Program
 Check It Out! The Food Label, The Pyramid, and You
 Leaflet No. 572, The Food Guide Pyramid
 The Food Guide Pyramid...Beyond the Basic 4
Join the Team! Educational Video
Devour for Power Poster
Sense-ational Foods Poster

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Team Nutrition

WHAT IS TEAM NUTRITION?

Team Nutrition is the implementation tool for USDA's School Meals Initiative for Healthy Children. This is the plan to continuously improve school meals, and promote the health and education of 50 million children in 94,000 schools nationwide.

By leveraging government resources through public-private partnerships, Team Nutrition promotes food choices for a healthful diet through schools, families, the community, and the media.

WHAT'S THE GOAL?

Our goal is to empower schools to serve meals that meet the Dietary Guidelines for Americans, and motivate children in grades pre-K through 12 to make food choices for a healthy diet. Based on the best science, education, communication, and technical resources available, Team Nutrition will help children and their families to:

- ◆ Expand the variety of foods in their diet
- ◆ Add more fruits, vegetables and grains to the foods they already eat
- ◆ Construct a diet lower in fat

HOW DOES TEAM NUTRITION WORK?

Team Nutrition's two components are:

Technical Assistance and Training, which supports school food service personnel by giving them the tools and skills they need to implement the School Meals Initiative for Healthy Children. New recipes created by teams of food service personnel, dietitians, and chefs, and taste-tested by children, are just one example of the materials USDA provides to help schools serve healthier meals with "kid-appeal."

Nutrition Education, a multi-faceted educational program delivered in schools, through the media, at home, and in the community to motivate and empower children to make food choices for a healthy diet. This effort brings science-based nutrition messages to children in fun and interesting ways in a language they understand, while

strengthening social support for children's healthful food choices among parents, educators, and food service professionals.

WHAT IS A TEAM NUTRITION SCHOOL?

Team Nutrition Schools participate in an exciting incentive program designed to coordinate Team Nutrition activities at the local level and to encourage prompt implementation of the new school meals standards. Team Nutrition Schools represent the community focal point for individuals and organizations with a shared interest in working for healthier school meals and more nutrition information for children and their families.

USDA will highlight Team Nutrition Schools as they enroll to recognize schools and communities that demonstrate their commitment to improving the health and nutrition education of children.

In June 1996, thousands of USDA's Team Nutrition Schools from coast to coast celebrated the 50th anniversary of the National School Lunch Program. USDA Secretary Dan Glickman invited over 94,000 principals in the country to enroll their school in the Team Nutrition Schools Program. Urge schools in your area to join the team and be part of the celebration!

WHO'S ON THE TEAM?

We want every child in the nation to have the opportunity to learn how to eat for good health. This ambitious goal is made possible by extensive, strategic public-private partnerships and over 200 Team Nutrition Supporters who represent all of the areas that touch children's lives, including:

- ◆ Nutrition/Health
- ◆ Education
- ◆ Food/Agriculture
- ◆ Consumer
- ◆ Media/Technology
- ◆ Government

Partnerships with Scholastic, Inc. and The Walt Disney Company are examples of Team Nutrition's strategic plan to work with organizations to leverage the government's investment and to extend the reach of this unique program.

We are working closely with Scholastic to develop age-specific nutrition curricula, children's magazines, parent guides, posters, and videos which are being offered to schools nationwide. The Walt Disney Company is providing Team Nutrition "spokestoons" Timon and Pumbaa from *The Lion King* to help deliver positive nutrition messages in ways that capture children's attention.

In an innovative public-private partnership with The Walt Disney Company, we have leveraged a small government investment into tens of millions of dollars in top-quality media promotion and education materials. With investments like these, Team Nutrition reaches millions of children in ways they can relate to through multiple, reinforcing channels. Team Nutrition is a great investment for taxpayers. And by being a part of Team Nutrition, partners and supporters have an opportunity to touch children's lives.

WHY IS TEAM NUTRITION IMPORTANT?

Team Nutrition is a wise investment in family health.

Today:

- ◆ 35% of elementary school-age children eat no fruit, and 20% eat no vegetables on a given day
- ◆ 27% of children 6-11 are considered obese
- ◆ 90% of children consume fat above the recommended level

Four of the leading causes of death—heart disease, cancer, stroke, and diabetes—are diet-related. Accounting for more than 1.4 million deaths annually, these conditions cost society an estimated \$250 billion each year in medical costs and lost productivity.

Nutrition promotion efforts like Team Nutrition have had a proven impact; they can change behaviors, improve health, and lower these huge costs. Between 1972 and 1992, deaths from heart disease decreased by 50 percent and from stroke by 60 percent as the result of social marketing campaigns to change behavior to reduce high blood pressure, lower cholesterol, and reduce smoking.

WHAT ROLE CAN WE PLAY?

- ◆ **Enroll schools in Team Nutrition.** Work with USDA's Team Nutrition Regional Coordinators to enroll schools from pre-K and up as part of "the team."

Contact: USDA Regional Offices (see Contact Guide).

- ◆ **Participate in Team Nutrition School activities.** Team Nutrition Schools across the nation will be presenting nutrition and health fairs, tasting events, The Great Nutrition Adventure, and other nutrition education activities throughout the year. Support local Team Nutrition Schools by participating in any or all of these activities.

- ◆ **Write about Team Nutrition in your upcoming newsletter.** Let your members know about the great changes taking place in schools and communities across the nation. Updated newsletter information pieces are available through USDA.

Contact: USDA Regional Office (see Contact Guide) or headquarters, as listed below.

- ◆ **Reinforce Team Nutrition messages in the community.** Personalize and reproduce Team Nutrition materials for your employees, members, and community organizations to reinforce the Program's messages. Reproducible materials are available through the Team Nutrition headquarters, as listed below.

HOW CAN I GET MORE INFORMATION?

USDA Regional Offices:

Call or write your Regional USDA Team Nutrition Coordinator (see Contact Guide).

Team Nutrition Headquarters Office:

USDA Team Nutrition
3101 Park Center Drive, Room 802
Alexandria, VA 22302

Phone: (703) 305-1624

Fax: (703) 305-2148

State Extension:

For a listing of State Extension Team Nutrition Contacts, refer to the Resource Section.

Team Nutrition

Mission

To improve the health and education of children by creating innovative public and private partnerships that promote food choices for a healthful diet through the media, schools, families, and the community.

Principles

Supporters of Team Nutrition share these common values:

1. We believe that children should be empowered to make food choices that reflect the Dietary Guidelines for Americans.
2. We believe that good nutrition and physical activity are essential to children's health and educational success.
3. We believe that school meals that meet the Dietary Guidelines for Americans should appeal to children and taste good.
4. We believe our programs must build upon the best science, education, communication, and technical resources available.
5. We believe that public/private partnerships are essential to reaching children to promote food choices for a healthful diet.
6. We believe that messages to children should be age appropriate and deliver and actively involve them in learning.
7. We believe in focusing on positive messages regarding food choices children can make.
8. We believe it is critical to stimulate and support action and education at the national, state, and local levels to successfully change children's eating behaviors.

Messages

Team Nutrition will help children and their families to:

- ◆ Expand the variety of foods in their diet
- ◆ Add more fruits, vegetables and grains to the foods they already eat; and
- ◆ Construct a diet lower in fat

Preface

Team Nutrition's Community Nutrition Action Program is designed to deliver state-of-the-art nutrition education in the community. It features the vast networks and resources of the Cooperative State Research, Education, and Extension System established in each State and Territory, and offers county Extension service personnel a unique opportunity to lead this coordinated, comprehensive action program at the community level.

"Making Food Choices for a Healthy Diet" is Team Nutrition's overarching theme, and is the mantra used as the call to action. Three principle messages—based upon the Dietary Guidelines for Americans and the Food Guide Pyramid—have been developed to support the theme: these messages are:

- ◆ Expand the variety of foods in the diet;
- ◆ Add more fruits, vegetables and grains to the foods children already eat; and
- ◆ Construct a diet lower in fat.

The learning activities in this community action program are grounded in the "tried and true" Extension approach enabling families and communities to "take charge" of their own well-being. It recognizes that community institutions have an important role in creating and sustaining environments that influence children's attitudes and behaviors about food. It uses county Extension personnel as a touchstone, bringing together diverse segments of the community to support the broad goals of improved child health while addressing the immediate needs of families and children. And by reinforcing nutrition messages learned through programs in Team Nutrition schools and other activities, the program helps point the way for community institutions to understand why it is important for them to become a stakeholder in the nutritional status of children.

These learning activities are based on the principles of the Food Guide Pyramid, the Dietary Guidelines for Americans, and the Nutrition Facts Label. Further, they are based on (1) the learner-centered, experiential learning methodology of the National Juried Criteria for 4-H Curriculum model; (2) the three domains of learning (cognitive, affective, and psychomotor); (3) emerging thought on how today's children learn; (4) current research findings about nutrition and nutrition education; and (5) teaching/learning in non-formal settings. They also reflect national nutrition goals for children and the School Meals Initiative for Healthy Children. Care has been taken to make the activities behaviorally focused, hands-on, and fun!

Getting Started:

Using the Community Nutrition Action Kit

A. KIT ORGANIZATION.

This kit contains information that enables communities to become more effective in demonstrating their commitment to improved nutrition experiences for children wherever they live, learn, and play.

This kit is divided into five major sections, identified by labeled, colored tabs.

Section 1 is the introductory section, and provides an overview of the Community Nutrition Action Program and Kit, information about its origins and development, and an introduction to Team Nutrition, including its mission, principles, and messages. This section also describes how the kit is organized, including its elements and program features.

Sections 2, 3, and 4 present the learning activities which are the heart and soul of the kit, and include master copies for reproducing selected handouts and other materials.

Section 5 contains a variety of resource material needed when implementing the activities, including two posters ("Devour for Power"—the Food Guide Pyramid poster for children and "Sense-ational Foods"), and information on the Food Guide Pyramid. It also contains the references for the learning activities, the list of State Extension Team Nutrition Contacts, the Regional USDA Team Nutrition network including a listing of the Team Nutrition supporters, and much more!

B. KIT FEATURES.

The kit has three major features: (1) themes; (2) components; and (3) activities. Each of these is depicted by the matrix.

1. Themes and Definitions

The themes form the context of the content taught by each lesson and help the learner focus on the nutrition message to be learned. There are three themes, and each theme has two components, which define and focus the theme. The themes and their definitions are:

- ◆ **Theme #1: Nutrition Is the Link Between Agriculture and Health.**

Definition: The earth provides us a variety of foods that feed our bodies and keep us healthy.

- ◆ **Theme #2: We Can Make Food Choices for a Healthy Diet.**

Definition: We can use the Dietary Guidelines for Americans, the Food Guide Pyramid, and the Nutrition Facts Label to make healthy food choices where we live, learn, and play.

- ◆ **Theme #3: Food Appeals to Our Senses and Creativity.**

Definition: Our senses help us create and enjoy a variety of foods from here, there, and everywhere!

2. Components

There are two components which further define and focus each of the three themes. They focus and frame the lesson content on a particular nutrition education concept, such as planting and growing foods, the Food Guide Pyramid, or cultural diversity. The unique names given the components help the leader identify the concepts that are the focus of the lesson.

3. Activities

There are activities for youth, families/caregivers, and the community. Each is theme-based, and is tied to a particular component. All of the activities have undergone field review, and all of the youth activities and several of the community and family activities have been pilot tested. There are 17 youth activities, 12 family activities, and 6 community activities.

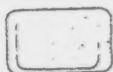
The format for each type of activity is different, of necessity. The youth activities closely reflect the experiential model, including the traditional elements of an effective lesson (i.e., objectives, materials needed, estimated time, etc.). They also include two special features: (1) InfoNote—an alert to the leader to something that may need extra attention; and (2) Links (Home, School, Community)—a series of suggested activities designed to reinforce the lesson. The family activities tend to be handouts that encourage family members to become active participants in the nutrition education experiences of their children. The community activities are procedural guides for small and large community-wide events which again reinforce particular themes.

Community Nutrition Action Kit—Matrix

Theme	Component	Youth Activity	Family Activity	Community Activity
Nutrition is the link between agriculture and health	From Seed to You	◆ Roots and Things ◆ The Grain Game	◆ Close Encounters of an Agricultural Kind ◆ Starting Small	◆ Project Green Thumb ◆ Community Sharing—Gleaning
	The Best Me I Can Be	◆ Pop-it and Rap-it! ◆ What Am I? ◆ Super Me!!!!	◆ Super Us ◆ Tips To Be Tops	◆ Walkin' the Walk
We can make food choices for a healthy diet	Pyramid Place	◆ Pyramid Relay ◆ Pyramid Tracking ◆ Media Blitz	◆ Pyramid Place Restaurant ◆ Grain, Fruit, and Veggie Challenge	◆ Food Guide Pyramid Food Drive
	Label Me Healthy, Guide Me Healthy	◆ Food Label Scavenger Hunt ◆ My Label Scrapbook ◆ Line 'Em Up!!	◆ Supermarket Sleuth ◆ Cabinet Check	◆ Food and Field Olympics
Food appeals to our senses and creativity	Making Sense of Food	◆ Rainbow of Flavors ◆ Sandwich Sense-ations ◆ New Taste Sense-ations	◆ Sense-able Scavenger Hunt ◆ Family Taste Celebration	
	Passport to the Fabulous World of Food	◆ Country Snapshot ◆ Celebrate ◆ Pen Pals Across the U.S.	◆ Salad Bowl ◆ Bread in a Bag	◆ Passport to the Fabulous World of Food



Youth Activities



Introduction to the

Youth Activities

These child-driven, innovative, hands-on activities are designed to help children expand the variety of foods in their diet; add more fruits, vegetables and grains to the foods they already eat; and construct a diet lower in fat.

These activities can complement the in-school component of the Team Nutrition program. They support the Team Nutrition framework and are grouped by theme and component. The family and community activities are designed to enhance and reinforce the youth activities.

Each youth activity includes a background section which gives detailed information pertinent to the lesson and tips to help run the activity. Once you select an activity, read it thoroughly before implementing.

Below is a short description of each of the youth activities:

- ◆ **Roots and Things** — Learn about and taste edible parts of plants.
- ◆ **The Grain Game** — Play “brain-games” to learn about grains, where they are grown, and what foods are made from them.
- ◆ **Pop-it and Rap-it** — Learn the Team Nutrition messages and create rap songs, poems, etc.
- ◆ **What Am I?** — Play a “Pictionary-type” game to learn about fruits and vegetables.
- ◆ **Super Me** — Play “charades” and set nutrition and physical activity goals.
- ◆ **Pyramid Relay** — Race to sort pictures into food groups.
- ◆ **Pyramid Tracking** — Track the number of servings eaten from each food group.
- ◆ **Media Blitz** — Design “nutramercials” to promote making healthy food choices.
- ◆ **Food Label Scavenger Hunt** — Search through a supermarket to find the labels to answer questions and make product comparisons.
- ◆ **My Label Scrapbook** — Collect and sort food labels by the food groups and create a scrapbook.
- ◆ **Line 'Em Up** — Sort foods by fat content.
- ◆ **Rainbow of Flavors** — Learn how the five senses help in the enjoyment of foods.
- ◆ **Sandwich Sense-ations** — Create a sandwich using pictures, then make it come to life!
- ◆ **New Taste Sense-ations** — Prepare “Confetti Veggie Spaghetti.”
- ◆ **Country Snapshot** — Enjoy a story from around the world and learn about the foods and customs of other countries.
- ◆ **Celebrate!** — Learn about food and customs of another culture.
- ◆ **Pen Pals Across the U.S.** — Communicate with pen pals in other parts of the U.S. and learn about the foods they eat.

Roots and Things

Taste different fruits and vegetables. What part of a plant are they from... the stem? the root? the leaf? the flower? or the seed?

Materials Needed:



Supplied by You

- Fruits and vegetables
- Paper plates, napkins, or paper towels

From the Kit

- "We Eat Different Parts of a Plant" handout

Time Needed:

45 minutes



OBJECTIVES:

- ◆ To expand the variety of fruits and vegetables eaten.
- ◆ To taste fruits and vegetables and identify the different parts of a plant they come from.
- ◆ To incorporate more fruits and vegetables into the diet.

KEY CONCEPTS:

- ◆ There are a wide variety of fruits and vegetables available to eat.
- ◆ There are many delicious ways to add more fruits and vegetables to the foods we enjoy.

PREPARATION NEEDED:

- ◆ Buy at least one fruit or vegetable to represent the edible parts of plants. Use "We Eat Different Parts of the Plant" in this lesson to give you some ideas on foods to choose. Select both common and unusual fruits and vegetables. You may try canned, fresh, or frozen versions of the foods you select.
- ◆ If you purchase fresh items, keep one whole so the youth can see what the food looks like.
- ◆ Wash the remaining fruits and vegetables; cut into bite-sized pieces, place on plates and stick a toothpick in each piece.
- ◆ Make photocopies of "We Eat Different..." handout to distribute to each youth.

BACKGROUND:

Fruits and vegetables supply the body with water, vitamins such as vitamin A and vitamin C, minerals such as potassium and calcium, and carbohydrates for energy. Fiber, which keeps the digestive systems healthy, is also found in fruits and vegetables.

The different parts of plants that can be edible are the seeds, roots, leaves, stems, flowers, and fruit. Read over the "We Eat Different Parts of a Plant" handout (55) and become familiar with this list of fruits and vegetables (9) **before** the lesson.

ROOTS AND THINGS ACTIVITY

Setup

1. Place the plates of bite-sized samples and whole foods on a table.
2. Have youth wash their hands.
3. Ask for a volunteer to distribute the paper plates and napkins or paper towels.

Food safety note:

Wash any fresh fruits and vegetables thoroughly before cutting. Keep cut food cold until ready to use. Refrigerate leftovers. Have the youth wash their hands before handling and eating the fruit and vegetable samples.

Introduction

- ◆ Explain that you've prepared a tasting party—they will be tasting fruits and vegetables.
- ◆ While they enjoy the food, they should think of the name of each food as well as what part of the plant it is—for example, celery is the stem of a plant.
- ◆ Encourage the youth to refer to the handout to help them identify the parts of the plant they are eating.

Tasting party and discussion

1. Have the youth take a bite-sized sample of **each** sample of fruit and vegetable.
2. Have everyone taste the same food at the same time.
3. After the youth taste a food, discuss the following questions:

Do you know what fruit or vegetable you just tasted?

How would you describe the food? Was it soft? crunchy? sweet? etc.

Do you eat it at home?

How would you see this fitting into your meals?

Have you seen or tasted this food in different forms? (frozen, canned, in a casserole, etc.)

4. After food samples have been tasted and identified open the discussion on plant parts.
5. Give a copy of "We Eat Different Parts of the Plant" to each youth. Discuss the following questions:

What part of the plant do you think (sample A) comes from?

How did you know that? (Some vegetables are leafy so they come from that part of the plant, etc.).

Repeat discussion for each food sample.

6. Using the handout, have youth draw a line connecting the name of the plant part to the part of the plant it names.
7. On the same handout, have the youth circle the foods they tasted.
8. Discuss the following questions:

Do you eat any other fruits or vegetables from this part of the plant?

Were there any fruits or vegetables that were new to you today?

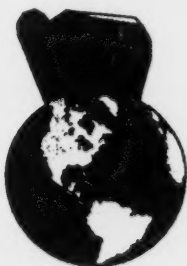
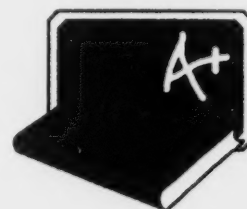
CLOSURE:

Using the "left over" fruit and toothpicks have each youth construct his/her own edible art (37) for a snack at the end of the session. See diagram for ideas.



HOME LINK: Grow a minigarden (see "Family Activities").

SCHOOL LINK: Identify and investigate roots (or other fruits and vegetables from different parts of the plant) served on their school lunch menu. Make posters about these fruits and vegetables using the information learned during this lesson.

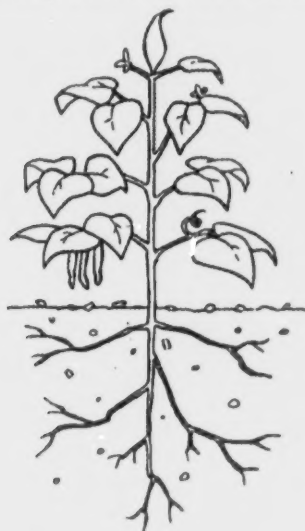


COMMUNITY LINK: Grow a Team Nutrition community or school garden (see Community Activity—"Project Green Thumb"). Or, if space is limited, grow a container garden (see Family Activity—"Starting Small").

WE EAT DIFFERENT PARTS OF THE PLANT

Draw a line connecting the word with the plant part it names.

seed
stem
root
leaf
flower
fruit



Bean Plant

FOODS WE EAT THAT ARE ROOTS:

beet
onion
carrot
parsnip
potato
radish
rutabaga
sweet potato
yam
turnip

FOODS WE EAT THAT ARE STEMS:

asparagus
bamboo shoots
bok choy
broccoli
celery
rhubarb

FOODS WE EAT THAT ARE LEAVES:

Brussels sprouts
parsley
cabbage
spinach
collards
turnip greens
kale
chard
lettuce
endive
mustard greens
watercress

FOODS WE EAT THAT ARE FLOWERS:

broccoli
cauliflower

FOODS WE EAT THAT ARE SEEDS:

lima beans
pinto beans
pumpkin seeds
kidney beans
black beans
sunflower seeds
peas
dry split peas
butter beans
corn

FOODS WE EAT THAT ARE FRUIT:

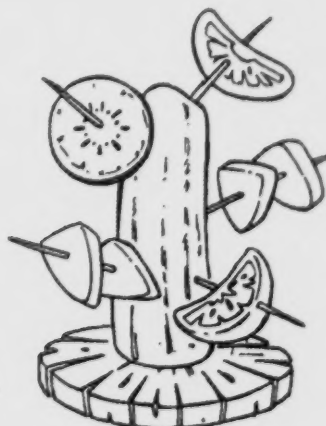
apple
apricot
artichoke
avocado
grapes
cucumber

banana
pumpkin
squash
bell pepper
date
grapefruit
berries
pear
pineapple
eggplant
plum
tangerine
kiwifruit
mango
melon
orange
papaya
peach
pomegranate
strawberry
tomato

EDIBLE ART

10 canned or fresh pineapple rings or slices
5 large bananas
2 tangerines, segmented
1 large apple, cut into small wedges
1 pear, cut into small chunks
1 kiwi, peeled and sliced
(cut slices in half or fourths)
toothpicks

Drain the pineapple rings thoroughly. Place a pineapple ring in the center of a small paper plate. Peel the banana, cut in pieces, and place it upright into the center of the pineapple ring. Place an assortment of the remaining fruits on a small plate, and insert toothpicks into the pieces. Place the toothpicks into the upright banana forming branches on the banana. Continue to decorate the banana until you are pleased with the results. This amount will provide fruit for 10.



The Grain Game

Play a "brain game" to learn about grain-based foods. Taste different foods made from grains and learn where grains are grown in the United States.

Materials Needed:

Supplied by You

- Food samples (see Preparation Needed to the right)
- Paper cups, napkins or paper towels
- Container of water



From the Kit

- "Grains Grow in these States"

Time Needed:

45 minutes



OBJECTIVES:

- ♦ To identify different foods made from grains.
- ♦ To expand the variety of foods eaten by tasting different kinds of foods made from grains.
- ♦ To identify where different grains are grown in the United States.

KEY CONCEPTS:

- ♦ There are a wide variety of foods made from grains.
- ♦ Eating foods made from different grains adds a variety of tastes to meals.

PREPARATION NEEDED:

- ♦ Purchase foods that are made from the grains that will be discussed in this lesson. Examples of foods that might be purchased are: corn tortilla, rye bread, pumpernickel bread, oatmeal muffins or oatmeal cookies, and rice cakes. Additional breads you might consider including, if they are available, are:
 - ♦ scones—a British sweet biscuit
 - ♦ chapatis—a flat bread eaten in India and in East Africa
 - ♦ pita bread—a flat bread also known as "pocket bread"
 - ♦ lavash—a paper-thin Russian bread used for wrapping food
 - ♦ matzoh—a flat, cracker-like bread
 - ♦ corn bread—a bread made from cornmeal
- ♦ Cut foods into bite-sized pieces.

BACKGROUND:

A grain is a single seed of a cereal grass. Some of the cereal grains grown in the United States are wheat, corn, rye, rice, barley, and oats. More foods are made with wheat than any other cereal grain.

Each grain tastes differently and adds delicious taste, nutrition and variety to meals. Grain-based foods provide complex carbohydrates which are an important source of energy for the body.

They also provide vitamins that help keep the body strong and healthy such as B vitamins, minerals such as iron, and dietary fiber which keeps the digestive systems healthy.

Grain products belong in the Breads, Cereals, Rice, and Pasta Group of the Food Guide Pyramid. The following are examples of grain-based foods categorized by their main grain ingredient. Use this information when playing the "Grain Game."

WHEAT

white bread
wheat bread
noodles
spaghetti
biscuit
fry bread
flour tortilla
wonton wrapper
cracker
waffle
graham cracker
scone
pita bread
matzoh
pancake
crepe
cream-of-wheat cereal
wheat flakes
popover
couscous
tabbouleh
cake

CORN

corn bread
corn tortilla
popcorn
hominy
grits
corn flakes
cornmeal mush
hushpuppy

OATS

oatmeal
oatmeal cookie
oatmeal muffin
ready-to-eat oat cereal
granola
muesli

RYE

rye bread
rye flatbread
pumpernickel bread
rye crackers

RICE

wild rice
white rice
basmati rice
texmati rice
jasmine rice
brown rice
Spanish rice
ready-to-eat rice cereal
risotto
sticky rice
rice noodles
rice cake
rice pudding
rice cereal (infant)
rice balls
popped wild rice
cream-of-rice cereal

GRAIN GAME ACTIVITY

Setup and introduction

1. Tell the youth that they will be playing a game about grains.
2. Explain that before they begin the "Grain Game" they will first need to understand that a grain is a seed from a cereal grass. Some cereal grains grown in the U.S. for food are wheat, corn, rice, oat, and rye (barley and millet are also cereal grains but are used less often in the U.S.).
3. Divide the youth into two teams. The group leader should moderate the game. First, explain to the youth how the game is played:

- ◆ The group leader will call out a type of grain (e.g., wheat, corn, rice, oats, rye).
- ◆ One team will begin the game by calling out a food made from that grain.
- ◆ The other team will respond by calling out a different food made from that grain.
- ◆ Each time a correct food is called out, that team gets 1 point. When a team calls out an incorrect food, that team will not get a point but the point will go to the other team.
- ◆ The teams will alternate calling out a different food until no more can be named.
- ◆ When no more can be named, the group leader calls out the name of a new grain and the game continues.

Play rounds of this game until wheat, corn, rice, oats, and rye are covered.

Game closure

Suggested discussion questions following the game:

What foods made from grains do you eat now?

What new foods made from grains did you learn about today?

Which of the foods named today would you want to taste?



InfoNote:

This lesson suggests taste testing some common breads because these foods are readily available. However, the lesson can be expanded to incorporate cereals, rice and pasta if facilities are available for preparing a wider variety of foods.

InfoNote:

"Grains Grow in these States" shows only those states that are major producers of the 5 grains eaten most often in the U.S.

TASTING ACTIVITY

1. Tell the youth that now they are going to taste some foods made from different grains.
2. Have everyone wash their hands.
3. Have a volunteer distribute cups of water and paper plates or napkins. The water is for sipping between food samples.
4. Youth should take a sample from each food plate, taste the food, and try to figure out which grain it's made with. Have volunteers name each food and its grain ingredient.
5. Suggested discussion questions:
Which foods did you like best? Why?
Which were new to you?

CLOSURE:

Display the sheet, "Grains Grow in these States."

Suggested discussion starters:

Name the states where grains are grown.

Where are most grains grown? Why?

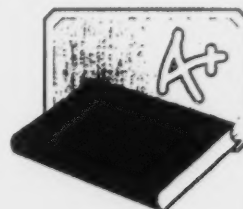
How do the grains grown in the different states get to other parts of the country to be made into foods?



HOME LINK: Make "Bread in a Bag" (see "Family Activities").

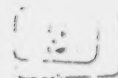


SCHOOL LINK: Invite someone to talk to the class about the harvesting of locally grown grains.



COMMUNITY LINK: Visit ethnic bakeries or bakeries that sell a wide variety of breads and interview staff about what kinds of flour they use.

GRAINS GROW IN THESE STATES



ANSWER KEY FOR "GRAINS GROW IN THESE STATES"

The states are listed in order from highest production to lower.

WHEAT

1. North Dakota
2. Kansas
3. Montana
4. Washington
5. Oklahoma
6. Colorado
7. Idaho
8. South Dakota
9. Nebraska
10. Texas

CORN

1. Iowa
2. Illinois
3. Nebraska
4. Minnesota
5. Indiana
6. Ohio
7. Wisconsin
8. Michigan
9. Kansas
10. Texas

RICE

1. Arkansas
2. California
3. Louisiana
4. Texas
5. Mississippi
6. Missouri

OATS

1. North Dakota
2. Wisconsin
3. Minnesota
4. Iowa
5. South Dakota
6. Pennsylvania
7. Ohio
8. Illinois
9. New York
10. Michigan
11. Texas

RYE

1. South Dakota
2. Georgia
3. Oklahoma
4. North Dakota
5. Minnesota

Source: *Agricultural Statistics 1995-96*. Agricultural Statistics Board,
National Agricultural Statistics Service, USDA. (42).

Pop-it and Rap-it!

Pop balloons to reveal the three Team Nutrition messages. Learn about the benefits of choosing foods for good health.

Materials Needed:

Supplied by You

- Balloons
- Scissors
- Pencils
- Board
- Flip-chart paper
- Markers
- Tape

From the Kit

- Team Nutrition Messages
- "Crack the Code" handout

Time Needed:

30 minutes for each activity

OBJECTIVES:

- ◆ To state the three Team Nutrition messages and relate the messages to health and well being.
- ◆ To choose foods for a healthy diet and become more physically active by personalizing the Team Nutrition messages.

KEY CONCEPTS:

- ◆ Expand the variety of foods in the diet.
- ◆ Add more fruits, vegetables, and grains to the foods already eaten.
- ◆ Construct a diet lower in fat.
- ◆ Choosing food for a healthy diet helps the body grow, develop and feel strong and gives the energy needed to work and play.

PREPARATION NEEDED:

- ◆ Photocopy the "Team Nutrition Messages" sheet.
- ◆ Cut out the first message in a strip.
- ◆ Cut apart the words and insert each word of the message into one balloon.
- ◆ Blow up the balloon and tie the end.
- ◆ Repeat for second and third messages.

BACKGROUND:

The health of children can be improved by empowering them to expand the variety of foods in their diet; add more fruits, vegetables, and grains to the foods they already eat; and construct a diet lower in fat. These are the three messages of Team Nutrition, a program from the U.S. Department of Agriculture. It is important to eat a variety of foods each day. The body, like a car, needs fuel. Food is fuel for people. Just like a car that doesn't run well when it gets the wrong kind of gas, a person may feel tired, sluggish or may become sick if they don't get the nutrients they need.

Grains, vegetables, and fruits are important sources of fiber (for healthy digestive systems), carbohydrates (for energy) and other vitamins and minerals.

Choosing foods for a healthy diet that are lower in fat may help to reduce the chances of getting certain diseases like heart disease and cancer. It also can promote weight maintenance or improve weight.

Most youth value a behavior which results in immediate consequences. Therefore, focusing on long-term benefits like disease prevention will not be effective when working with youth.

Choosing food for a healthy diet and being physically active will be valued if youth believe these behaviors will help them:

1. feel better;
2. grow better;
3. be stronger; and
4. have more energy.



Directions:

Pop the balloon—
use the pencil point.

Gather the words.

Arrange the words so that
they spell out a message.

Write the message on the
flip-chart paper.

Tape the three flip-chart papers
around the room.

BALLOON BURST ACTIVITY

Setup and introduction

1. Divide the youth into 3 teams.
2. Give each team a balloon, pen, piece of flip-chart paper, pencil, marker and some tape.
3. The group leader explains that there is a secret message inside each balloon. The group leader reads out loud the directions on how to play the game.

Discussion and activity

1. When the messages are taped to the designated place, begin the discussion.

Suggested discussion questions:

Where have you seen or heard these messages before?

Which of the messages do you follow now? Why?

Can you think of other messages you would add to these to help you choose food for a healthy diet?

2. Explain that there are four reasons why we should want to follow the three messages just discussed. Now they will reveal these reasons by using a secret code.
3. Distribute "Crack the Code" handout and a pencil to each youth. They can work individually or in small groups.



Rap Song (49)

Six, five, three, two
 Eat the foods that are good for you.
 Six, five three, two
 Eat the foods that are good for you.
 Six from breads and cereals.
 Five from fruits and vegetables.
 Two from milk.
 Two from meats.
 Very little fats and sweets.
 Six, five, three, two
 Eat the foods that are good for you.

CLOSURE:

When it looks like several individuals or groups have finished, proceed to the discussion.

Suggested discussion questions:

What are four reasons to choose foods for a healthy diet?

Do you agree that these are the reasons you should choose food for a healthy diet? Why or why not?

Are there other reasons to choose foods for a healthy diet?

What might those reasons be?

How will you now change or improve your diet?



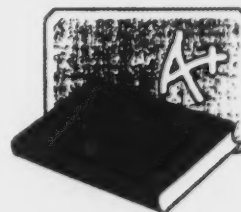
OPTIONAL ACTIVITY:

Have the youth write rap songs using the Team Nutrition messages and the four benefits discussed. They can bring their rap songs to the next meeting to perform them.



HOME LINK: Decorate a t-shirt with one of the Team Nutrition messages or rap songs developed in this lesson.

SCHOOL LINK: Create posters incorporating the rap songs and Team Nutrition messages. Display the posters at their school or the "Food and Field Olympics" (see "Community Activities").



COMMUNITY LINK: Participate in "Walkin' the Walk" activity (see "Community Activities").



TEAM NUTRITION MESSAGES FOR BALLOONS

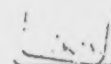
Expand the variety of foods in the diet



Add more fruits, vegetables, and grains to
the foods already eaten



Construct a diet lower in fat



CRACK THE CODE

Decode the following messages using the information below. On the line above each number, write in the corresponding letter. For example, the number 3 corresponds to the letter E, so above all the 3's write in E. By filling in all the lines you will reveal the four benefits to choosing food for good health.

1)
 4 3 3 7 2 3 13 13 3 11

2)
 5 11 10 15 2 3 13 13 3 11

3)
 2 3 12 13 11 10 9 5 3 11

4)
 6 1 14 3 8 10 11 3 3 9 3 11 5 16

A = 1

R = 11

B = 2

S = 12

E = 3

T = 13

F = 4

V = 14

G = 5

W = 15

H = 6

Y = 16

L = 7

M = 8

N = 9

O = 10

33

Answers: 1. feel better; 2. grow better; 3. be stronger; 4. have more energy

What Am I?

Playing an adaptation of "pictionary," identify a variety of fruits and vegetables. Role play how to add new fruits and vegetables to meals!

Materials Needed:

Supplied by You

- Board or flip-chart
- Markers
- Cut up samples of fruits and vegetables (optional)
- Plates, napkins or paper towels (optional)
- Toothpicks (optional)

From the Kit

- "Roll 'Em Role Plays" handout

Time Needed:

30 minutes for each activity

OBJECTIVES:

- ◆ To expand the variety of fruits and vegetables eaten as a wide variety of fruits and vegetables are identified.
- ◆ To learn to incorporate more fruits and vegetables into the diet through role play.

KEY CONCEPTS:

- ◆ Most people need to eat more fruits and vegetables each day.
- ◆ Fruits and vegetables add variety, color, different textures and flavors to meals.
- ◆ Fruits and vegetables are good snacks to eat because they are low in fat, easy to prepare, and easy to take along.

PREPARATION NEEDED:

- ◆ Make enough copies of the "Roll 'Em Role Plays" handouts and cut apart on the dotted lines.
- ◆ **Optional:** Cut up samples of fruits and vegetables for tasting — include both new and familiar fruits and vegetables. Put a toothpick in each piece of fruit and vegetable.

BACKGROUND:

Most people do not eat enough fruits and vegetables each day. Fruits and vegetables can add a lot of variety and excitement to meals. They are colorful, have different textures and flavors and are easy to prepare. They also come in their own "package" — their skin — for carrying along. In addition, fruits and vegetables are available many different ways — fresh, frozen, canned, and dried. Some foods, peaches for example, are available all four of these ways! It is becoming easier to find fruits and vegetables from other countries and cultures in the local supermarket!

Fruits and vegetables provide the body with vitamins and minerals to help the body grow and stay healthy. Fruits and vegetables also contain fiber for healthy digestive systems.

WHAT AM I? ACTIVITY

Setup and introduction

1. Play "What Am I?"

Divide the youth into pairs or teams and explain the game. "What Am I?" is played like the game "Pictionary." A youth from each pair or team draws a fruit or vegetable so that the rest of the group can guess what it is. Let each pair or team take turns at the board or flip-chart. The first team to get a certain number of points wins.

2. After the game, discuss the following:

What are some of your favorite fruits and vegetables?

Name the part of the plant the food you just named comes from.

Where in the U.S. are these foods you just named grown?

Why is it important to eat fruits and vegetables?

Name some ways to eat a variety of fruits and vegetables every day.

What new fruits or vegetables were you introduced to with this activity?

Which of these new fruits or vegetables would you like to try?

Food safety note:

If you use any fresh fruits and vegetables wash them thoroughly. Refrigerate any leftover fruits and vegetables immediately. Have the youth wash their hands before handling or tasting food.

Directions:

One person in each group reads the role play situation to the group.

The group decides what to do in the situation.

Everyone participates in the role play.

ROLE PLAY ACTIVITY

Introduction

1. Explain to the youth what a role play is (a role play is a kind of short play where you make up your own lines and act out what you might do in a situation).
2. Divide the youth into groups of 3-5.
3. Distribute a different role play from the "Roll 'Em Role Plays" handout to each group. You may want to give the same role play to more than one group so that a variety of outcomes are developed.

OPTIONAL ACTIVITY:

Have each youth try the samples of fruits and vegetables.

Suggested discussion questions:

Which of these fruits and vegetables are new to you?

Describe the taste of the foods you liked.

Would you ask for them at home?

CLOSURE:

Discuss the following suggested questions after each group has presented its role play:

Why did you choose what you did in your situation?

How do you think you would feel when you choose fruits and vegetables and your friends choose other foods?

Have you been in similar situations? What did you do?

What would you do differently as a result of what you learned today?



HOME LINK: Make a collage of fruit and vegetable pictures from super-market advertisements (circulars) or magazines. Include fruits and vegetables in their various forms (fresh, frozen, canned, dried). Display the collage on the refrigerator at home to remind others to eat a variety of fruits and vegetables each day.

SCHOOL LINK: Identify a vegetable such as potato and research the dishes people prepare and eat from different cultures or different regions of the country.



COMMUNITY LINK: Conduct a poster contest using the collages or pictures from the "What Am I" game. Contact local businesses and request that they display the entries and donate prizes. Give each person who submits a collage or picture a special local Team Nutrition certificate so that everyone who participates feels like a winner.

ROLL 'EM ROLE PLAYS

Role Play #1

Your family is eating breakfast at a restaurant. You and your brother are deciding what to order. You have been really trying to eat more fruits and vegetables. What do you do?

cut along dotted lines



Role Play #2

You and your friends are choosing snacks from a vending machine that has mostly candy and chips. You have been trying to eat more fruits and vegetables. You notice another vending machine. It has fruit juice and soda pop. What do you do?

cut along dotted lines

Role Play #3

Your class is planning a class party for the end of the school year. Most of the foods suggested have been the usual—cake, cookies, candy, etc. You have been trying to eat more fruits and vegetables. What do you do?

cut along dotted lines

Possible outcomes for the role plays:

Role Play #1

- Order juice or fruit at the restaurant.
- Eat a piece of fruit at home before you go out to eat.
- Bring along a banana or orange to eat with breakfast.

Role Play #2

- Have a piece of fruit when you get home.
- Choose a fruit juice from the other vending machine.
- Look for crackers or lowfat cookies.

Role Play #3

- Suggest including some snacks that contain fruits and vegetables: fruit salad, dip with raw vegetables, fruit smoothie, etc.
- Go to the party and don't eat too much of the snacks there. Eat fruits and vegetables at the other meals the day of the party.

Super Me!!!!!!

Get on the road to becoming a "super you"—play an adaptation of the popular game "charades" to explore after-school eating and physical activity habits. Then set nutrition and physical activity goals.

Materials Needed:

Supplied by You

- Pencils
- Poster board or flip-chart

From the Kit

- "On the Road to a Super Me" handout
- "Super Us" handout

Time Needed:

20–30 minutes

OBJECTIVES:

- ◆ To use the three Team Nutrition messages to set goals for choosing foods for a healthy diet.
- ◆ To set nutrition and physical activity goals and work to achieve them.

KEY CONCEPTS:

- ◆ The three Team Nutrition messages can be used to set nutrition goals for after-school snacks.
- ◆ Regular physical activity is important for good health.
- ◆ Working with a partner can help in the achievement of goals.

PREPARATION NEEDED:

- ◆ Photocopy enough copies of "On the Road to a Super Me" and "Super Us" handouts to give to youth.
- ◆ Print in large letters the three Team Nutrition messages on poster board or flip-chart.

BACKGROUND:

"Making Food Choices for a Healthy Diet" is USDA Team Nutrition's theme. Three messages have been developed to support the theme and will help children to:

- ◆ Expand the variety of foods in their diet;
- ◆ Add more fruits, vegetables, and grains to the foods they already eat; and
- ◆ Construct a diet lower in fat.

In addition to choosing foods for a healthy diet, it is important to balance the foods eaten with physical activity. Nearly all Americans need to be more active, because an inactive lifestyle is unhealthful. Many Americans gain weight in adulthood, increasing their risk for high blood pressure, heart disease, stroke, diabetes, and certain types of cancer. Physical activity is an important way to "use up" food energy (calories).

InfoNote:

The goals in this lesson are suggestions only. Use different goals based on the current nutrition and physical activity habits of the youth in your group.

Directions:

The first person "acts out" what they usually do after school.

Each team, in order, guesses what was acted out.

If a team guesses wrong, the next team gets to guess, etc. Once the activity is guessed correctly, the second person "acts out" their after-school activity. Repeat process as above. Repeat for third "actor."

It is best to do 30 minutes or more of moderate physical activity on most, preferably all, days of the week. Examples of moderate physical activity are walking briskly, mowing the lawn, jogging, cycling, swimming, table tennis, fishing, canoeing and dancing.

To help achieve a goal, whether a physical activity goal or a healthy food choice goal, do the following:

- ◆ Make the goal realistic — small changes really add up.
- ◆ Track the progress in order to measure how well you are doing.
- ◆ Use rewards as incentives i.e., buy a magazine, visit a friend.
- ◆ Work with a partner to help meet a goal (a partner can be a friend, adult, relative, brother or sister or neighbor who also wants to meet nutrition and physical activity goals).

CHARADES ACTIVITY**Introduction**

1. Introduce the game of charades. Explain the game of charades to the group: Without using words, a person "acts out" an activity and the audience tries to guess what the "actor" is doing.

Ask for three volunteers who would like to act out what they do after school. The remaining youth can split up into teams and guess what the "actors" are doing.

2. Give the game directions.
3. Play charades.

Discussion

4. After the game, discuss the importance of regular physical activity and making food choices for a healthy diet. Use information from the Background Section of this lesson.

Suggested discussion questions:

*How many of you do these same things after school?
Why?*

After school, do any of you bike, run in the yard, play soccer, what else?

Have the youth, by show of hands, indicate which of these activities they do.

PHYSICAL ACTIVITY GOAL SETTING ACTIVITY

The purpose of this activity is to help the youth become the best they can be by setting daily physical activity goals.

Distribute to each participant a copy of the "On the Road to a Super Me" handout and a pencil. Discuss choosing a partner. If they choose to work with a partner, have the youth fill in their partner's name on the handout.

Discussion

1. Briefly discuss goal setting. See Background Section of this lesson for goal setting information.
2. Have the youth think about what physical activity goal each wants to set. Suggest that the youth start by setting small goals. Some examples are:
 - ♦ Go outside and play after school instead of watching television.
 - ♦ Take a walk instead of playing a computer game.
 - ♦ Dance to some lively music.
3. Have the youth write their goal for the week on his/her "On the Road to a Super Me" handout. Explain to the youth that for every day they reach their goal, they should draw a star (☆) in the box.
4. Have some youth share their physical activity goals with the rest of the group.



Examples of goals for the Team Nutrition messages:

Expand the variety of foods in the diet— Instead of soda pop, I'll drink milk, orange juice, or tomato juice.

Add more fruits, vegetables, and grains to the foods already eaten— Instead of candy, I'll eat fruit for a snack.

Construct a diet lower in fat— I'll choose lower fat snacks such as pretzels instead of potato chips.

FOOD CHOICE GOAL SETTING ACTIVITY

The purpose is to have youth set goals for making food choices for a healthy diet when selecting after-school snacks.

1. Review the three Team Nutrition messages with the group. See Background Section of this lesson.

Discussion

2. Remind the youth that part of becoming "super" includes choosing foods for a healthy diet.

Suggested discussion questions:

Which of the three Team Nutrition messages would you use to set a goal for yourself? Why? What would your goal be?

3. Have the youth think about what eating goal they want to set and have them write their goal for the week on "On the Road to a Super Me" handout. Explain to the youth that for every day they reach their goal, they should put a check (✓) in the box.
4. Have some of the youth share the goals they set with the rest of the group.

CLOSURE:

1. Suggested discussion question:

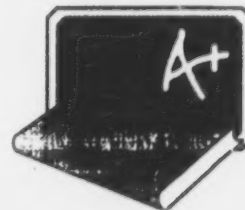
How can you celebrate meeting your daily goals at the end of the week?

2. As individuals decide on their reward, they can record it on their "On the Road to a Super Me" handout.
3. Have some of the youth share their celebration ideas with the group.



HOME LINK: Supply copies of the "Super Us" family activity handout as well as an extra copy of the "On the Road to a Super Me" for a family member or neighbor.

SCHOOL LINK: Participate in the challenge of setting and achieving daily eating and physical activity goals with another class. The first class with the most youth that meet their daily goals for a certain period of time gets to take a field trip, plan a party or receive some other reward.



COMMUNITY LINK: Participate in "Walkin' the Walk" activity (see "Community Activities").

Name: _____

ON THE ROAD TO A SUPER ME

Physical Activity Goal for the Week ☆ _____

Healthy Eating Goal for the Week ✓ _____

START

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

FINISH**Congratulations!**

Pyramid Relay

Run, hop, skip, and jump to fill the Food Guide Pyramid! In this action game, review the Pyramid and learn how to categorize foods into food groups.

Materials Needed:

Supplied by You

- 14 grocery bags
- Clear contact paper
- Markers or crayons

From the Kit

- Food Guide Pyramid poster
- "The Food Guide Pyramid... Beyond the Basic 4" brochure
- Food pictures



Time Needed:

30 - 45 minutes



OBJECTIVES:

- ♦ To use the Food Guide Pyramid to plan food choices for a healthy diet.
- ♦ To enhance awareness of different foods in each of the food groups.

KEY CONCEPTS:

- ♦ The Food Guide Pyramid is a tool to help plan a healthy diet.
- ♦ Use the Food Guide Pyramid to sort foods into food groups.

PREPARATION NEEDED:

- ♦ Photocopy complete sets of the food pictures provided in this activity and the "Sandwich Sense-ations" activity (total of 45 pictures). You'll need a complete set for each relay team.
- ♦ You may want to color the food pictures provided in this kit to make them look more realistic.
- ♦ Cut out the food pictures and make them sturdy and durable by glueing them to cardboard, or cover back and front of picture with clear contact paper.
- ♦ Collect 14 large, brown paper grocery bags.
- ♦ Write the Food Guide Pyramid food group names on 12 grocery bags.
- ♦ Make two sets of 6 bags, each bag in a set should be labeled with one food group.
- ♦ Make photocopies of the family activity sheets "Pyramid Place Restaurant" and "Grain, Fruit, and Veggie Challenge," if you plan to use them as "link" activities.

InfoNotes:

- Some foods are a combination of more than one food group, e.g., macaroni and cheese contains ingredients from two major food groups: Grain Group and Milk Group. For the purpose of this game, have the youth place pictures of combination foods in a food group bag of one of the major ingredients and later discuss the concept of combination foods.
- Some foods are harder to place into food groups than others. For example, some people might want to put sweet foods such as cookies, doughnuts, and cakes in the tip of the Pyramid, but they belong in the Grain Group because they are made from grains. Potato chips belong in the Vegetable Group because they are made from potato. Foods such as the ones just mentioned are higher in fat and sugars so the extra calories provided by the fat and sugar must be not be forgotten when planning food choices for a healthy diet—all foods fit but in moderation.

BACKGROUND:

The Food Guide Pyramid illustrates the research-based guide to daily food choices developed by the USDA. The Pyramid is an outline of what to eat each day. It's not a rigid prescription, but a general guide that lets you choose a healthful diet that's right for you.

The Food Guide Pyramid emphasizes foods from the five major food groups. At the base of the Pyramid are foods from grains. The second level includes two more groups of foods that come from plants—vegetables and fruits. The third level of the Food Guide Pyramid has two groups of foods that come mostly from animals. Each of these food groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one food group is more important than another—for good health you need them all.

The small tip of the Pyramid shows fats, oils, and sweets. These are foods such as salad dressings and oils, cream, butter, margarine, soft drinks, candies, gelatins, jams and jellies. These foods provide calories, but few or no vitamins and minerals.

The Food Guide Pyramid is a tool to help put the Dietary Guidelines for Americans into action. The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain or improve your weight. The Pyramid focuses on fat because most Americans' diets are too high in fat including saturated fat and cholesterol. For additional background information on the Food Guide Pyramid read "The Food Guide Pyramid...Beyond the Basic 4" included in this kit.

InfoNote:

- Abbreviated Food Guide Pyramid food group names:

Grain Group;
Vegetable Group;
Fruit Group;
Milk Group, and
Meat Group

PYRAMID RELAY ACTIVITY

Setup

1. Display the Food Guide Pyramid poster.
2. Stand the 12 labeled grocery bags at the front of classroom on the floor in two sets of 6 bags leaving several feet between the two sets of bags.
3. Place the two extra grocery bags ("picture bags") at the starting points for the two lines. Into each of these bags put a set of food pictures.

Introduction—Reviewing the Food Guide Pyramid

1. Use information from the Background Section to briefly review the Pyramid and the concept of variety. Suggested discussion questions:

Where have you seen the Food Guide Pyramid picture before?

What are the names of the food groups? Mention here that shortened names may be used for the Bread, Cereal, Rice, and Pasta Group (Grain Group), the Milk, Yogurt, and Cheese Group (Milk Group), and the Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (Meat Group).

Have a few volunteers name favorite foods that are in the Grain Group; the Vegetable Group; the Fruit Group; the Milk Group; and the Meat Group.

Directions:

When the group leader says, "Go," the first person in line takes a food picture from the "picture bag." He/she decides what the food is and what food group it is in.

Then he/she runs to the front of the room and puts the picture in the proper bag.

Then he/she runs back to the line and tags the next person in line who then continues the relay.

This is repeated until everyone has at least one chance to run the relay. You may want to demonstrate the relay run to make sure everyone understands what to do.

RELAY ACTIVITY:

Introduction

1. Explain to the youth that they will be playing a relay game to help them learn where foods fit into the Food Guide Pyramid. Point out the labeled food bags in the front of the class.
2. Explain how the game is played.
3. Have the youth count off by saying apple, orange, apple, orange, etc., until all have been counted, then have apples and oranges form two separate lines at the back of the room.
4. Tell the youth it is okay to help each other identify the food that goes into each bag. Ask if everyone is ready. The group leader says "Go" and the game begins. To add some variety, vary the relay—have the youth walk backwards, hop on one foot, skip, etc.

5. When both lines have finished, take the food pictures out of one food group bag at a time. Display the pictures so the group can see them, and have the youth tell whether or not the foods have been placed in the correct group.

Suggested discussion questions:

If a food is incorrectly placed, which food group of the Food Guide Pyramid does that food belong in?

Did any foods give you trouble deciding the food group where it belonged? Why?

Were any food pictures made up of foods from more than one food group (combination foods)?

Which food groups did you put them in? Why?

How do you think you will use the Food Guide Pyramid to help you choose foods for a healthy diet?

CLOSURE:

Suggested discussion questions:

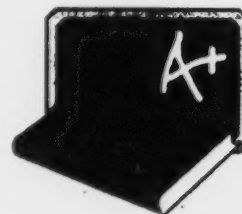
What new foods were you introduced to?

Which of the new foods might you try at home?

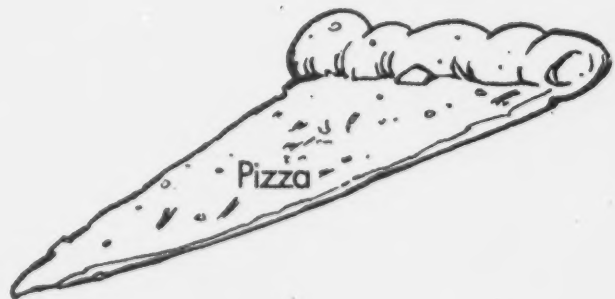
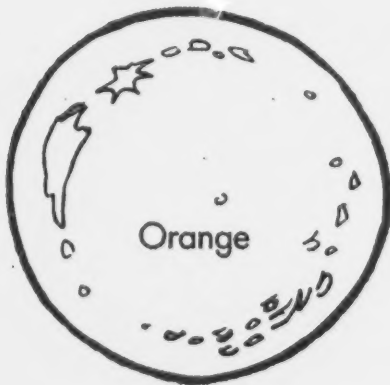
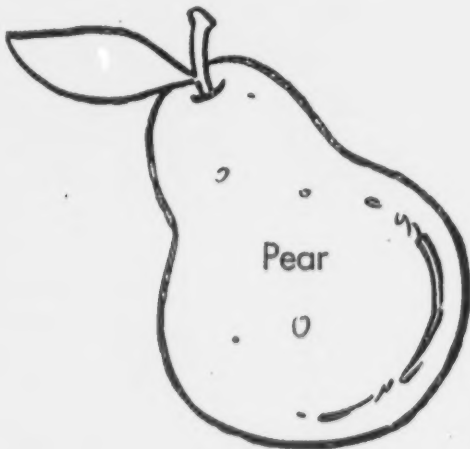
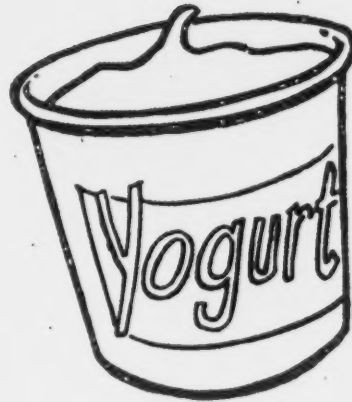


HOME LINK: Supply copies of the "Grain, Fruit, and Veggie Challenge" to do with family members. See "Family Activity" handout sheets.

SCHOOL LINK: Get the lunch menus from the school and put the foods into the food groups to which they belong.



COMMUNITY LINK: Participate in "Pyramid Place Restaurant." See "Family Activity" handout sheet.



Pyramid Tracking

Track what you eat and compare it to the Food Guide Pyramid!!



Materials Needed:

Supplied by You:

- Pencils, pens, markers, or crayons

From the Kit

- "Food Diary" handout
- "Pyramid Tracking" handout
- Food Guide Pyramid poster
- Leaflet 572

Time Needed:

45 minutes



Preparation Needed:

- Photocopy enough copies of the "Food Diary," "Pyramid Tracking," and Leaflet 572 for your group.



OBJECTIVES:

- ♦ To identify the food groups of the Food Guide Pyramid and the number of servings recommended.
- ♦ To compare the number of servings eaten from each of the food groups to the Food Guide Pyramid recommendations.

KEY CONCEPTS:

- ♦ The Food Guide Pyramid is a tool to help plan a healthy diet.
- ♦ Eating many different foods, or a variety of foods, helps build strong and healthy bodies.

BACKGROUND:

- ♦ See "Pyramid Relay" activity for basic information on the Food Guide Pyramid and read the "Beyond the Basic 4..." brochure in this kit. Refer also to Leaflet 572 for background information on serving sizes and number of servings. This leaflet may be photocopied and distributed to the class.
- ♦ Foods are shown in groups, which are kind of like families.
- ♦ There is a range of servings for each food group, because the number of servings people need depends on how many calories they need, which depends on their age, sex, size, and activity level. However, everyone should have at least the lowest number of servings in each range. Children who need more calories should add more foods from the bottom of the Pyramid—from the Grain Group, the Fruit Group and the Vegetable Group.

The Food Guide Pyramid recommends:

- 6 – 11 servings from the Bread, Cereal, Rice, & Pasta Group
- 3 – 5 servings from the Vegetable Group
- 2 – 4 servings from the Fruit Group
- 2 – 3 servings from the Milk, Yogurt, & Cheese Group
- 2 – 3 servings from the Meat, Poultry, Fish, Dry Beans, Eggs & Nuts Group

Use sparingly for the tip of the Pyramid—the Fats, Oils and Sweets

A typical "helping" or "portion" may actually be more than one serving. For example, for the Grain Group, a serving is 1 slice of bread or $\frac{1}{2}$ cup of noodles or rice — a sandwich or 1 cup of noodles or rice would count as 2 servings. Other examples: half of a burger bun, bagel or English muffin is 1 serving. A whole hamburger bun, bagel or English muffin counts as 2 servings.

Some food items can be difficult to classify. For example, grouping of corn products depends on the form in which they are used: fresh, frozen or canned corn is counted as a vegetable — while popcorn and cornmeal products such as tortillas are counted as grain products. Snack and dessert items such as cakes, cookies, ice cream, french fried potatoes, and potato chips count with the food group of their major ingredient, e.g., Grain, Milk, or Vegetable Group. Foods that are mostly fat or added sugars, such as butter, cream cheese, and jams or jellies, are grouped with Fats, Oils and Sweets rather than with dairy products or fruit.

Many foods eaten are mixtures of foods from several food groups — pizza, beef stew, and macaroni and cheese, for example. Even items such as rice pudding or fruit cobblers are foods that can count as partial servings of more than one food group. Rice pudding counts in the Grain Group and the Milk Group, and fruit cobbler counts in the Grain Group and Fruit Group. If you want to expand the activity beyond individual foods, you may want to provide your own pictures of combination foods. For the purpose of this activity, have the youth try to place a combination food in all of the food groups it belongs in.

PYRAMID TRACKING ACTIVITY

Introduction

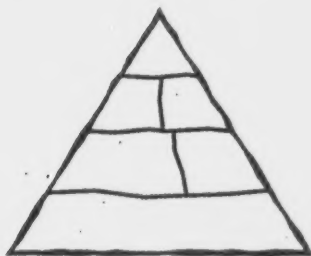
1. Using the Food Guide Pyramid poster, review each food group. Introduce the abbreviated names for the food groups (Grain, Vegetable, Fruit, Milk, and Meat Groups).

Ask: *What foods do you like to eat?*

What food group is it in?

Be sure to talk about combination or mixed foods and serving sizes. See Background Section in this lesson.

2. Hand out the "Food Diary" sheet and Leaflet 572. Instruct the youth to fill in what they ate yesterday, and write in what food group or groups the food is in. Have the youth work in teams to put the foods into food groups. Be available to help answer any questions that might come up.



3. Hand out the "Pyramid Tracking" sheet to everyone. Give a crayon or marker to each youth. You may want to give each youth a different color crayon or marker for each food group to make this a more colorful activity. They can share crayons or markers.
4. Instruct the youth to look at their "Food Diary" and color in a food group section for each serving eaten from each food group. For example, if a youth ate an apple, he would color in one section of the Fruit Group part of the "Pyramid Tracking" sheet. Do this for all foods on the diary sheet.
5. After they have finished, have the youth compare their "Tracking" sheets to the suggested number of servings recommended by the Food Guide Pyramid.

Discussion

Suggested discussion questions:

Did you think you ate more or less from the food groups?

Did you eat at least one food in each food group?

What food groups do you need to eat more servings from?

Why do you think you don't have enough servings from those food groups?

How could you eat more servings of food groups you were low in?

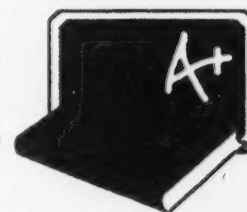
CLOSURE:

Have the youth state their plan to insure they get enough servings from each of the food groups.



HOME LINK: Supply copies of the "Food Diary" and "Tracking" activity sheets for family members. Have youth explain the activity and work as a family to follow the Food Guide Pyramid recommendations.

SCHOOL LINK: Ask the school food service staff to display the school lunch menu using the Pyramid food groups each day for a week.



COMMUNITY LINK: Challenge scout troop, baseball or soccer team, etc., to track the Pyramid.



Name: _____

FOOD DIARY

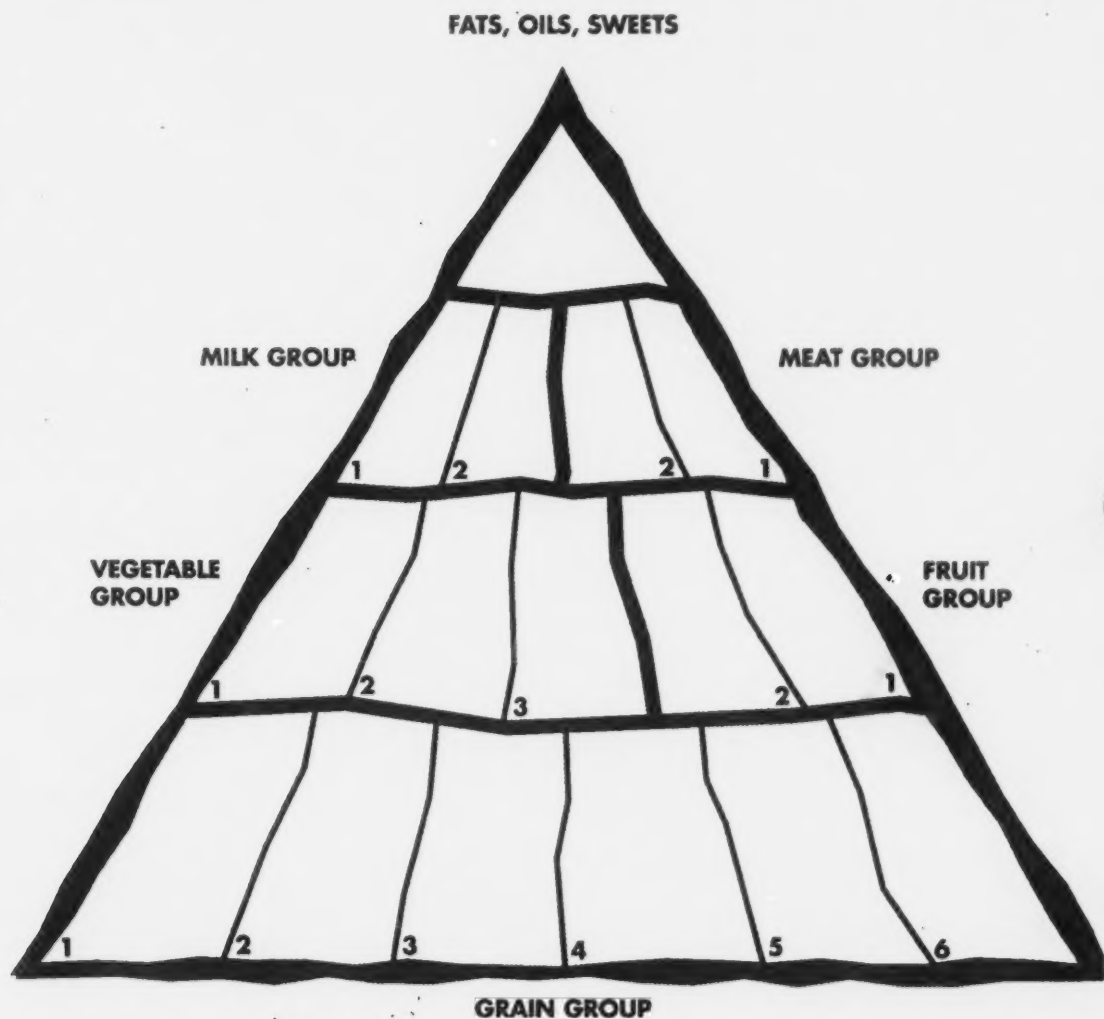
Fill in below the foods you ate yesterday (breakfast, lunch, dinner and snacks—including what you drank) and the food group where it belongs. Then, turn the page over and color in the Pyramid.

Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____
Food _____	Food Group _____

Name: _____

PYRAMID TRACKING

Color in the sections of the Pyramid below
to show each serving you ate yesterday from the food groups.



Did you fill in your Pyramid?

Feel like a winner every day—choose foods
from each of the five major food groups of the Food Guide Pyramid!

Media Blitz

Students learn popular advertising techniques and combine their creative talents to develop advertisements to expand the variety of foods eaten.

Materials Needed:

Supplied by You

- Ads from magazines, newspapers, television
- Newsprint or large blank paper
- Markers or crayons
- Tape

From the Kit

- Food Guide Pyramid poster

Time Needed:

45 minutes

OBJECTIVES:

- ♦ To identify advertising techniques that are used to sell foods and learn what techniques work when making food choices.
- ♦ To use advertising techniques to develop advertisements that expand the variety of foods in the diet.

KEY CONCEPT:

- ♦ Advertisements can influence food choices.

PREPARATION NEEDED:

- ♦ **Advance Planning:** collect samples of advertisements that are examples of the advertising techniques discussed in the Background Section of this lesson.
- ♦ Print the advertising techniques listed below, on a large sheet of paper or newsprint. Use large print.

BACKGROUND:

Advertisements ("ads" is the shortened form) can influence whether or not people choose to buy certain clothing, appliances, cars and even food. There are several advertising techniques that are used to influence peoples' buying behavior and to "sell" products. Advertising techniques (7) are used to design ads to appeal to people in the following ways:

- ♦ Appeal to health and happiness (it makes you healthier and happier).
- ♦ Appeal to your senses (it tastes good, looks good, smells good, or feels good).
- ♦ Appeal to your pocketbook (it saves you money).
- ♦ Bandwagon (everybody loves it and wants it).
- ♦ Testimonial (a famous person says he/she likes it).
- ♦ Comparison (it is the better choice).

See "Pyramid Relay" Background Section and the brochure "... Beyond the Basic 4" for detailed information about the Food Guide Pyramid.

MEDIA BLITZ ACTIVITY

Setup and introduction

1. Introduction: There are lots of reasons we eat the foods we do. One of the reasons could be that we saw something advertised on TV, in a magazine or newspaper, or heard about a food on the radio.
2. The group leader distributes the advertisements which illustrate different advertising techniques. Explain to the youth that one purpose of advertising is to get people to buy things. Suggested discussion question:

Which ads would cause you to buy the product? Why?

CREATE AN AD

1. Display the Food Guide Pyramid and the list of advertising techniques as visual aids.
2. Read aloud the advertising techniques from the list.

Suggested discussion questions:

What are some of the advertising techniques used in the ads that were distributed earlier?

Have any of you ever bought or asked your parent to buy a food because you saw or heard it advertised?

Which advertising techniques appeal to you?

Ad Creating Activity

1. Explain to the group that they will be creating advertisements to get people to expand the variety of foods they eat as well as to make food choices for a healthy diet. One or more of the advertising techniques listed on the large paper may be used. The youth may draw an ad for a newspaper or magazine, or write a script for the radio, or draw and write a script for TV.
2. Divide the youth into small groups of 3-5, so there is at least one group representing each of the five major food groups of the Food Guide Pyramid. Give each group several large sheets of paper or newsprint and crayons or markers.
3. Each group should decide on a food to advertise from the food group they are representing or they can advertise their entire food group rather than just one food item. Encourage the youth to be as creative as they can be!

4. Once each group has identified the food they will advertise, have each group discuss and answer the following questions:

Who do we want to eat our food product? Who is our audience? (kids, adults, etc.).

What kind of ad will we create? (radio, TV, newspaper or magazine).

What advertising techniques will we use to sell our food?

What could we use to help sell your food? (catchy song, slogan, character, etc.).

5. When the groups have created their ads, have each group present its ad. Suggested discussion questions after each group presents:

What ad techniques were used to "sell" the food?

Would the ad cause you to buy or choose this food?

Why or why not?

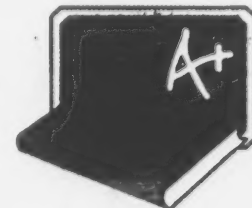
CLOSURE:

Think about what you learned today about advertising and how it can help you make better decisions about choosing food. Write down the names of new foods you would like to eat in the next week because of the ads you saw today. Ask your parent to include some of them in family meals.



HOME LINK: Check out the food packages at home. Are any of the advertising techniques discussed in class used on the food packages? Come prepared to report at the next meeting.

SCHOOL LINK: Create ads for school lunch using advertising techniques from the lesson.



COMMUNITY LINK: Work in partnership with local newspapers, TV, or radio stations to further develop their "ads" so they may be used by these media to promote the Food Guide Pyramid.

Food Label Scavenger Hunt

Watch as fitting the pieces of a puzzle together lead to Nutrition Facts Label fun and a scavenger hunt!

Materials Needed:

Supplied by You

- Envelopes, one per youth
- Scissors
- Food packages, if not going to the supermarket
- Blank paper
- Transparent tape
- Pencils

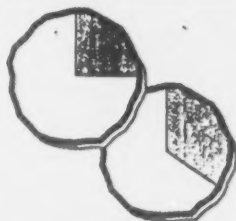


From the Kit

- "Nutrition Facts Label" puzzle
- "The Hunt" handout
- "Check It Out!" brochure

Time Needed:

15 minutes for puzzle activity;
20 minutes for scavenger hunt



InfoNote:

This lesson is written for a field trip to a grocery store but there is an optional version if a field trip is not possible.

OBJECTIVES:

- ♦ To use the Nutrition Facts Label to help make food choices for a healthy diet.
- ♦ To use the Nutrition Facts Label to select foods lower in fat.

KEY CONCEPT:

- ♦ The Nutrition Facts Label is a tool to help choose food for a healthy diet.

PREPARATION NEEDED:

- ♦ Make puzzles: Photocopy the sample Nutrition Facts Label in this lesson so there is one for everyone. Cut each into puzzle pieces. Put pieces for one label into an envelope, repeat until you have made puzzle envelopes for everyone.
- ♦ Photocopy "The Hunt" for everyone.
- ♦ Depending on whether the scavenger hunt is done in a supermarket or in the classroom do the following:
 - ♦ Contact grocery store manager ahead of time to plan for your group's trip to the store, OR
 - ♦ Collect a wide assortment of food packages showing the Nutrition Facts Labels.

BACKGROUND:

The food label was redone in the early 1990's and has been required on food packages since 1994. The result is a label that is up-to-date with today's health concerns, and a label that you can understand and count on to help plan meals and snacks. The side or back of the food package will feature the Nutrition Facts Label, which contains the nutrition information for the product. This information can help you see how foods you choose contribute to the nutrients and calories you need each day for a healthy diet. Fresh fruits and vegetables, raw meat and

poultry, and raw fish and seafood are not required to have this information on their packages. However, many large grocery stores have nutrition information for these foods at the store section where the foods are located.

This lesson does not cover every part of the Nutrition Facts Label. For additional information about the food label, read the "Check It Out!" brochure supplied in this kit.

Here are the parts of the Nutrition Facts panel discussed in this lesson:

Nutrition Facts — this is the title of the nutrition panel found on all food labels.

Serving size — serving of food based on amounts people usually eat.

Servings per container — number of servings found in the package.

Nutrition panel — tells how much fat, saturated fat, cholesterol, fiber, and certain nutrients are contained in each serving. The ones discussed in this lesson are:

Total Fat — some fat is necessary in the diet but most Americans eat too much.

Dietary Fiber — most Americans eat too little; fiber helps keep digestive tract healthy.

Vitamin A — found in fruits and vegetables, most people need to eat more fruits and vegetables.

Vitamin C — found in fruits and vegetables, most people need to eat more fruits and vegetables.

Calcium — needed for strong bones and teeth, most women and children need to eat more foods rich in this nutrient.

Iron — needed for healthy blood, most women and children need to eat more foods rich in this nutrient.

%Daily Value (%DV) — shows how a food fits into the overall daily diet. Higher percentages mean greater amounts of nutrients.

Nutrition information about some of the label parts:

Total Fat — supplies energy and essential fatty acids and helps in absorption of vitamins A, D, E, and K.

Dietary Fiber — helps keep the digestive tract healthy and is found in whole-grains, and in fruits and vegetables.

Vitamin A — helps form and maintain healthy hair and skin, is necessary for proper development of bones and teeth, and

The Nutrition Facts Label makes it easier for people to know what is in the food they eat. Using this information will make choosing foods for a healthy diet easier.

helps us see in dim light. Vitamin A is found in dark green leafy vegetables and deep yellow fruits or vegetables such as carrot, tomato, and cantaloup.

Vitamin C—helps maintain healthy gums and teeth and bones, and helps in the absorption of iron. Vitamin C is found in fruits and vegetables such as citrus fruits (orange and grapefruit), strawberries, melons, cauliflower, cabbage, tomato, potato, and broccoli.

Calcium—builds and maintains teeth and bones and helps muscles to work and blood to clot. Calcium is found in dairy products, dark green leafy vegetables, tofu made with calcium, and fish with edible bones such as sardines or canned salmon.

Iron—important in blood to move oxygen to all body cells. Iron is found in foods such as whole-grain and enriched breads, cereals, and other grain products, dry beans and peas, meat, poultry, and fish.

PUZZLE ACTIVITY

It is important to do this activity before playing the Scavenger Hunt game, whether or not the youth in the group know about the Nutrition Facts Label. The youth will become familiar with the layout of the Nutrition Facts Label by putting the puzzle together.

Setup and introduction

1. Give each youth an envelope containing the pieces of the Nutrition Facts Label puzzle. Distribute a roll of tape to each small group.
2. Explain that each has received an envelope that they are to open and piece together what is inside.
3. Check that all have completed their puzzles correctly and have them tape the pieces together.
4. Display the Nutrition Facts Label inside the "Check It Out!" brochure, and start the discussion about the food label with the following questions:

What is the puzzle a picture of?

Where have you seen this picture before?

Do you know how people use this picture?

5. Point out and discuss the major parts of the label. Refer to the Background Section in this lesson.

Directions:

Once the "starting clues" are read, the groups are to walk through the store looking for answers to a list of questions; the youth must read Nutrition Facts Labels for the answers; and the youth must answer the questions in the order they are listed on the sheet.

SCAVENGER HUNT ACTIVITY**Setup and discussion (supermarket scavenger hunt)**

1. The group leader arranges for adult volunteers to help with the activity and also arranges to get youth to the supermarket.
2. Once at the store, the group leader introduces the group to the store manager, and then gives the game instructions. The group leader should ask if there are any questions about the game. Everyone agrees to meet back at a designated spot in 20 minutes.
3. The group leader then divides the youth into 4 small groups of 3-5 and distributes "The Hunt" sheets and pencils to everyone.
4. The group leader reads the starting "clue" for the first small group, and they start on the hunt accompanied by an adult volunteer. The group leader reminds them to answer the questions in order. The group leader then reads the "clue" for the second small group and they start the game, and so on until all have started the game.
5. The group leader walks around the store to be available for questions and to see that all is going smoothly. The group leader may record answers to questions 4 through 7 at this time.
6. The group meets at a designated place and is transported back to the original location.

InfoNote:

Use empty food packages for perishable foods such as milk and frozen vegetables.

CLASSROOM SCAVENGER HUNT**Setup and discussion**

1. The group leader places the "Bread" section (question 1) in the first spot, and the other food sections are then set up clockwise around the room from the "Bread" section.
2. The group leader gives the game instructions. Once the "starting clues" are read, the groups are to look for answers to a list of questions; the youth must read Nutrition Facts Labels for the answers; and the youth must answer the questions in the order they are listed on the sheet. The group leader should ask if there are any questions about the game. The group leader should point out that the groups should move clockwise around the room to get to the different "food sections."

SCAVENGER HUNT CLUES:

The group leader is to read these clues to start the small groups off in different sections of the store, and they will work their way in order down the list of questions until all are answered and then return to a designated meeting place.

First group:

Start your label reading hunt in the section of the store where you'll find a food that starts as a seed grain, is made into flour, added to other ingredients, and smells wonderful as it bakes... what is it? (Bread section)

Second group:

"I bet you can't eat just one" is a slogan for what kind of food? Go to that section to begin your scavenger hunt. (Chip section)

Third group:

You are to begin in the section of the store where you will find the food products advertised the most on Saturday morning TV. (Cereal section)

Fourth group:

You will begin your game in the section where the temperature is low, and the amount of calcium is high! (Milk section)

3. The group leader then divides the youth into small groups of 3-5 and distributes "The Hunt" sheets and pencils to everyone.
4. The group leader asks the youth to listen for their starting Clues: Group 1...; Group 2...; Group 3...; and Group 4... The group leader reminds them to answer their questions in order and gives the "Go" to start the game.
5. Have each group go to their starting points and then move clockwise through the stations until all questions are answered.

CLOSURE:

Go over "The Hunt" answers with the group. Suggested discussion questions:

Who in your family uses information on a food label to compare and choose food in a grocery store?

How will you use this information to choose food the next time you are buying food at the store?

THE HUNT

Go to each section of the grocery store listed in **bold letters** and answer the scavenger hunt questions by reading the food labels on the packages.

1. Bread Section of the Grocery Store

Choose a bread. Write in the kind of bread you chose. _____

What is one serving of your bread? _____

What is the %DV for total fat in a serving of your bread? _____

2. Snack (Chip) Section of the Grocery Store

Maria is sent to the store for a snack for her grandmother and wants to buy the snack which is lower in total fat—thin pretzels or barbecue potato chips.

Which should Maria choose? _____

What is the %DV for total fat in a serving of thin pretzels? _____

What is the %DV for total fat in a serving of barbecue potato chips? _____

3. Cereal Section of the Grocery Store

Tony has learned in school that dietary fiber is important for good health. Which cereal—bran cereal or corn flakes—should Tony choose to get the most fiber per serving? _____

What is the %DV for fiber in a serving of bran cereal? _____

What is the %DV for fiber in a serving of corn flakes? _____

4. Canned Juice Section of the Grocery Store

Tanya wants to choose a drink that will give her a good source of vitamin C. Which should she choose—100% orange juice or orange drink? _____

What is the %DV for vitamin C in a serving of 100% orange juice? _____

What is the %DV for vitamin C in a serving of the orange drink? _____

5. Frozen Vegetable Section of the Grocery Store

Which has a higher %DV for vitamin C per serving—green beans or broccoli? _____

What is a serving of green beans? _____

What is a serving of broccoli? _____

6. Dairy Food Section of the Grocery Store

Which has a lower %DV for total fat—a serving of skim milk or a serving of 2 percent lowfat milk? _____

What is the %DV for total fat in a serving of skim milk? _____

What is the %DV for total fat in a serving of 2 percent lowfat milk? _____

7. Canned Vegetable Section of the Grocery Store

Which canned vegetable has a lower %DV for total fat per serving—whole kernel corn or creamed corn? _____

What is the %DV for total fat in a serving of canned whole kernel corn? _____

What is the %DV for total fat in a serving of canned creamed corn? _____



Nutrition Facts

New label heading

Calories

Allows you to compare the calorie content per serving. When comparing similar foods be sure to check that the serving sizes are the same.

Nutrition Panel

The nutrients required to appear on the nutrition panel are those most important to the health of people today, most of whom need to worry about getting too much of certain items (fat, for example), rather than too few vitamins or minerals, as in the past.

Conversion Guide

Reveals the calorie value of the energy-producing nutrients.

Nutrition Facts

Serving Size 1 cup (228g)

Servings Per Container 2

Amount Per Serving

Calories 260 **Calories from Fat 120**

% Daily Value*

Total Fat 13g	20%
Saturated Fat 5g	25%
Cholesterol 30mg	10%
Sodium 660mg	28%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	

Vitamin A 4%	•	Vitamin C 2%
Calcium 15%	•	Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		Calories: 2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Serving Size Information

Serving sizes are given in both household and metric measures.

%Daily Value

Shows how a food in the specified amount fits into the overall daily diet. Higher percentages mean greater amounts of nutrients.

Reference Values

This section helps you learn good diet basics. These figures can be adjusted, depending on a person's calorie needs.

Cut out pieces along puzzle lines.

My Label Scrapbook

The Nutrition Facts Label makes it easier for people to know what is in the food they eat.

Materials Needed:

Supplied by You

- Nutrition Facts Labels
- Construction paper (tan, green, red, white, brown, yellow, and blue)
- Poster board
- Glue
- Markers or crayons
- Hole puncher
- Yarn or ribbon



From the Kit:

- Food Guide Pyramid poster
- "Check It Out!" brochure

Time Needed:

30-45 minutes



OBJECTIVE:

- ♦ To use the Nutrition Facts Label and the Food Guide Pyramid to make food choices for a healthy diet.

KEY CONCEPTS:

- ♦ The Nutrition Facts Label helps us know what nutrients are in foods so we know how foods fit into our daily diet.
- ♦ Eating foods from the five major food groups helps us get the variety of nutrients we need each day.

PREPARATION NEEDED:

- ♦ **Advance Planning:** Ask youth to collect Nutrition Facts Labels from each food group of the Food Guide Pyramid from foods eaten at home the week or so before the lesson.
- ♦ Collect Nutrition Facts Labels from foods representing all food groups of the Food Guide Pyramid. Photocopy so you have several copies of each label.
- ♦ Make a poster that shows the name of each food group with a sample of colored construction paper beside each name.

BACKGROUND:

See "Pyramid Tracking" Background Section for information on combination foods. See "Food Label Scavenger Hunt" Background Section for basic food label information. The following is information about %Daily Value section of the Nutrition Facts Label:

The %Daily Value (%DV) shows how much of a nutrient in one serving contributes to your day's overall diet. For example, if a serving of a food has 45%DV for total fat, that means you have eaten almost half of your daily fat intake. If you choose a food high in fat, balance it by choosing lower fat foods the rest of the day. For most people, the overall goal is to choose a varied diet that adds up to an average of 100% of the Daily Value for total carbohydrate, dietary fiber, vitamins, and minerals each day. The %DV can help you determine quickly and easily if a food product is high or low in a nutrient.

LABEL SCRAPBOOK ACTIVITY

Setup and introduction

1. Display the Food Guide Pyramid poster and Nutrition Facts Label example in the "Check It Out!" brochure, for use as a reference.
2. Review the food groups of the Food Guide Pyramid.
Suggested discussion starter:
Ask for a volunteer to name the food groups.

Introduction to scrapbook activity

1. Explain that each youth will be making a label scrapbook using labels from food packages. They will identify the food group that the food belongs in, and glue the food labels to the appropriate food group "color coded" construction paper.
2. Display the poster board that shows the name of each food group with a sample of colored construction paper beside each name. The group can use this as a reference for food grouping their food labels.
3. Give each youth at least two pieces of each of the following construction paper:
 - ◆ Tan (for the Bread, Cereal, Rice & Pasta Group)
 - ◆ Green (for the Vegetable Group)
 - ◆ Red (for the Fruit Group)
 - ◆ White (for the Milk, Cheese & Yogurt Group)
 - ◆ Brown (for the Meat, Poultry, Fish, Dry Beans, Eggs & Nuts Group)
 - ◆ Yellow (for the Fats, Oils and Sweets Group)
4. Spread the Nutrition Facts Labels on a table. In an orderly fashion, have the youth go to the table and pick out one food label from each of the food groups.
5. Point out the %Daily Value (%DV) section of the Nutrition Facts Label and explain it. Refer to Background Section of this lesson.
6. Have the youth label each piece of colored construction paper with the appropriate food group name.
7. When everyone is ready, have the class hold up the labels they plan to put in the Grain Group, and one-by-one say the name of the food out loud. Repeat this for each food group. If any foods are incorrectly placed, have youth try to place the food in the correct food group.

8. Distribute glue and have the class glue their labels to the construction paper. As the glue dries, give everyone two pieces of blue construction paper and have the class make covers for their scrapbook.
9. Have each youth assemble their pages in order, building from the base of the pyramid to the tip: first = tan, second = green, third = red, fourth = white, fifth = brown, sixth = yellow. Put the cover and back in position. Hole punch along longest side, thread the yarn through the holes and tie together.

CLOSURE:

Have the youth share their creations with the rest of the group.
Suggested discussion questions:

Which foods in your scrapbook have a low %DV for total fat, and which foods have a higher %DV for total fat?

Are the foods you usually choose for snacks high or low in %DV for total fat?

How will you use the Nutrition Facts information next time you buy food?

How would you explain using the Nutrition Facts Label to a parent or friend?

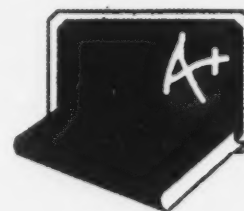


HOME LINK: Add labels from home to the label scrapbooks.

SCHOOL LINK: Create a bulletin board about food labels.



COMMUNITY LINK: Display the label scrapbooks at a community event such as the "Food and Field Olympics" described in the Community Activities Section of this kit.



Line 'Em Up!!

While playing a fun "line-up" game, compare the fat content of foods.



Materials Needed:

Supplied by You

- Markers
- Food cards (see Preparation Needed at right)
- Container of shortening (optional)
- Measuring spoon (optional)
- Paper towels (optional)
- 2 or 3 paper plates (optional)

Time Needed:

45 minutes



OBJECTIVES:

- ◆ To identify lower fat and higher fat foods found at restaurants.
- ◆ To choose lower fat foods when eating out.

KEY CONCEPT:

- ◆ Restaurant foods can fit into a healthy diet.

PREPARATION NEEDED:

- ◆ Make two complete sets of 15 food cards using the list of foods in the Background Section of this lesson. Include only the name of the food item—not the number of fat grams.
- ◆ Print large enough so the names can be seen clearly from far away. The food cards may be made from 30 pieces of plain 8½" by 11" paper or poster board cut into 30, 8½" by 11" pieces.

BACKGROUND:

How does eating out affect the overall diet? That depends on what is eaten, how much is ordered, and what extras are added to the food ordered such as salad dressing, spreads (margarine, butter and mayonnaise), and condiments (ketchup, pickles). Foods eaten at a restaurant can be part of a healthy diet. Here are some general tips to help make a healthier meal:

- ◆ Choose regular sandwiches instead of doubles, and plain types rather than those with lots of extras, such as cheese, bacon, and "special" sauces.
- ◆ The way food is prepared affects the fat content. Grilled or broiled sandwiches are lower in fat than fried sandwiches.
- ◆ Pizza toppings can add a lot of fat. Choose plain cheese pizza (not extra cheese) or pizza made with vegetable toppings. These kinds of pizza are lower in fat than pizza made with sausage, pepperoni or other meat toppings.

The following information is to be used to make the 15 food cards. Only put the name on the cards, the fat content is only for use by the group leader when the youth line up. The foods are listed in order from lowest fat content to highest.

FOOD	FAT GRAMS
Grilled chicken sandwich	4
Chili con carne, 1 cup	7
Hamburger, regular, plain	9
French fries, small order	10
Roast beef sandwich, plain	11
Pizza, cheese, 2 slices of 12-inch pizza	12
Burrito with beans	12
Cheeseburger, regular, plain	14
Fish fillet sandwich, with cheese and tartar sauce	16
Pizza, pepperoni, 2 slices of 12-inch pizza	17
Chicken nuggets, 6	18
Taco, 2 small	22
Fried chicken, breast and wing	28
Breaded chicken fillet sandwich with mayo	30
Cheeseburger, large, with the "works"	30

LINE UP ACTIVITY

Introduction

1. Open a discussion about eating at restaurants. Suggested discussion questions:

Have you ever eaten at a restaurant?

What did you order?

Do you ever think about how much fat the food contains?

2. Explain the activity. The group will learn about the amount of fat in several restaurant foods. They will line up restaurant food cards in order from foods with the lowest amount of fat to foods with the highest amount of fat.
3. Divide the youth into two teams. Give each team member a food card and tell them not to look at it or show the card to anyone.

Explain the game

4. Each team should work together to line themselves up in the following manner: the youth holding the food card with the lowest amount of fat first, next highest in fat next, and continuing until the last youth in the line should be holding the food card with the highest amount of fat. When they understand the game, they should look at their cards and get in line, lowest fat content to highest.

5. After a period of time, have the two teams share their results.
Suggested discussion questions:

Are the two line-ups the same or different? Why?

How did you make your decisions?

Were there any clues that helped you determine how much fat was in the food?

6. Review the correct order with the youth. The group leader tells the youth the amount of fat in each food item, using the information in the Background Section.

OPTIONAL ACTIVITY—Measuring the Fat

Using measuring spoons and a container of shortening, ask for volunteers to measure out the teaspoons of fat in one of the food items from the activity above. The group leader tells the volunteer "measurer" the number of teaspoons to measure out, and the rest of the group guesses which food it is. Have the youth measure the shortening by teaspoon and display it on a paper plate (4 grams of fat equals 1 teaspoon of shortening). Discuss.

CLOSURE:

Here are some suggested discussion questions to close out the lesson and activity:

Were you surprised at the amounts of fat in any of the foods?

How will what you learned here today influence your choices next time you are at a restaurant?

Can you continue to enjoy your favorite restaurant foods but decrease the amount of fat in your diet?



HOME LINK: Line 'em up at home... read the Nutrition Facts Labels on food packages and put them in order from lowest to highest according to total fat per serving.

SCHOOL LINK: Interview school food service staff to find out their tips for preparing tasty school lunches with less fat.



COMMUNITY LINK: Using a paper (take-out) menu from one or more restaurants, circle lower fat choices.



Rainbow of Flavors

The world is filled with a rainbow of flavors! See how the senses work and how they are key to the enjoyment of foods.

Materials Needed:

Supplied by You

- Paper cups, napkins
- Containers of orange, apple, cranberry, grape, and white grape juice
- Container of water
- Scarves for blindfolds

From the Kit

- Sense-ational Foods poster
- "Sense Awareness" handout

Time Needed:

45 minutes

OBJECTIVE:

- ◆ To use the senses to appreciate a wider variety of foods.

KEY CONCEPTS:

- ◆ Food appeals to all our senses.
- ◆ Tasting new foods can be a delicious experience.

PREPARATION NEEDED:

- ◆ Purchase 5 different fruit juices and refrigerate.
- ◆ Photocopy "Sense Awareness — Fruit Juice Test" handout for each member of the group. Label half the sheets A and half B.
- ◆ Label cups #1, #2, and #3. Make enough cups for each participating youth to have a cup labeled #1, #2, and #3.

BACKGROUND:

Our five senses (sight, hearing, smell, taste, and touch) are at work all day, every day. They help us appreciate the sounds of our neighborhoods, the colors of the sky, and the foods we eat.

Food appeals to all our senses. Whether we enjoy a particular food depends on its flavor, its aroma, its appearance, its temperature, and its sound or lack of sound. All these factors come into play as we learn to appreciate the variety of foods available.

Each person has his/her own degree of sensitivity where their senses are involved. For example, when tasting foods, some people are able to detect each individual ingredient in a recipe while others detect only the overall blend of flavors. Also, what tastes appealing to one person may or may not be appealing to someone else. This would explain why one person may love a certain food or recipe while another person does not care for it at all.

Using the senses to choose a variety of flavors, textures, smells, and colors of food makes eating fun and enjoyable, and it expands the appreciation for a wider variety of foods.

RAINBOW OF FLAVORS ACTIVITY

Setup and introduction

1. Display the Sense-ational Foods poster to be used as a backdrop.
2. Two sets of juices will be used to enable all the participants to do the activity. Juices to be used for the "A" answer sheet are: orange, apple, cranberry. Juices to be used for the "B" answer sheet are: grape, apple, white grape.
3. Explain to the group that they will be using their senses to identify juices. Suggested discussion questions:

Can anyone name the five senses? (sight, hearing, smell, taste, and touch)

Do the senses help us decide if we like or dislike a food? How?

SENSE AWARENESS ACTIVITY

Divide the group into partners. Give each pair a scarf as a blindfold, a cup of water, and the Sense Awareness—Fruit Juice Test "A" handout. One partner will be part of Test Group A and test the first set of three juices. The other partner will be part of Test Group B and test the second set of three juices. The water is to be used to clear the taste of the juice from the mouth between samples.

1. The **first test** is done with taste only—without using sight or smell. The group leader fills all cups labeled #1 half full with orange juice. (The youth should not see the juices being poured, so they do not get any hints about what juices they are to identify. Perhaps each container of juice could be placed in separate brown paper bags labeled A-1, A-2, A-3, and B-1, B-2, B-3.) The tasters put on blindfolds while the recorders get the first juice sample. The tasters hold their noses closed, taste a small sip of juice and identify the juice. The recorders write the tasters' answers on the "A" answer sheets for Test #1, juice #1.

The group leader introduces the second test.

2. The **second test** is done with taste and smell—without using sight. The tasters leave on the blindfolds but do not hold noses closed. Using the #1 cup of juice, the tasters sample a small amount of juice, and the recorders write the tasters' answers in Test #2, juice #1 section.

InfoNote:

Before swallowing the juice samples, the youth should let go of their noses.

The group leader introduces the third test.

3. The **third test** is done with smell only. The tasters put on the blindfolds and smell #1 juice and identify it. The recorders write the tasters' answers in Test #3, juice #1.
4. The **fourth test** is done with sight only. The taster only looks at the juice and identifies it. The recorder writes the answers in Test #4, juice #1.
5. The partners switch roles. The group leader distributes cups of water and Sense Awareness Fruit Juice Test B sheets and the youth repeat the four tests using the B #1 juice (grape). While the youth are tasting the first juice, the group leader should pour apple juice into cups #2, and cranberry juice into cups #3 for A tests and apple juice into cups #2 and white grape juice into cups #3 for B tests.
6. As soon as all four B tests are done, the youth switch places and repeat the process for juice #2 and juice #3 for group A and group B.
7. The group leader gives the correct juice names. The youth check how they did. Suggested discussion questions:

How many were able to identify all three juices when they were blindfolded and held their nose?

What made it difficult to identify the juices?

Which juices could you identify by smell alone?

Which juices could you identify by sight alone?

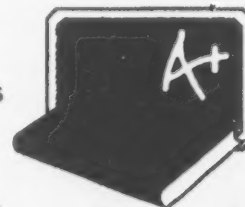
CLOSURE:

Pick five foods out of the food eaten this coming week and record how senses were affected by the foods. For example, if you ate a lemon, you might say it tasted sour, it looked juicy and yellow, and it smelled "lemony." Report findings at the next meeting.

HOME LINK: Try the sense challenge on a family member.

SCHOOL LINK: At a school lunch meal, identify the senses that make the food appealing.

COMMUNITY LINK: Use all the senses when taking part in the community activity, "Passport to the Fabulous World of Food."



Name of tester: _____

SENSE AWARENESS — FRUIT JUICE TEST

Sense Test #1 (no sight, no smell)

I think juice #1 is _____ juice. _____

Name of juice #1

I think juice #2 is _____ juice. _____

Name of juice #2

I think juice #3 is _____ juice. _____

Name of juice #3

Sense Test #2 (no sight only)

I think juice #1 is _____ juice. _____

Name of juice #1

I think juice #2 is _____ juice. _____

Name of juice #2

I think juice #3 is _____ juice. _____

Name of juice #3

Sense Test #3 (smell only)

I think juice #1 is _____ juice. _____

Name of juice #1

I think juice #2 is _____ juice. _____

Name of juice #2

I think juice #3 is _____ juice. _____

Name of juice #3

Sense Test #4 (sight only)

I think juice #1 is _____ juice. _____

Name of juice #1

I think juice #2 is _____ juice. _____

Name of juice #2

I think juice #3 is _____ juice. _____

Name of juice #3

Sandwich Sense-ations

Use your creativity, imagination and the Food Guide Pyramid to build a delicious and nutritious "Dagwood Sandwich."

Materials Needed:

Supplied by You

- Crayons or markers
- Paper plates
- Glue

From the Kit

- Food Guide Pyramid poster
- Sense-ational Foods poster
- Sandwich food pictures
- "Sandwich-Sense Rating Sheet"

Time Needed:

30 minutes

Preparation Needed:

- Photocopy pages of sandwich foods, one set per child
- Cut out food pictures

OBJECTIVES:

- ♦ To use the five senses to appreciate a wider variety of foods.
- ♦ To taste new foods.

KEY CONCEPT:

- ♦ A wide variety of foods can be used to create an appealing and nutritious sandwich.

BACKGROUND:

See "Rainbow of Flavors" Background Section.

DAGWOOD SANDWICH ACTIVITY

Setup and introduction

1. Display the Food Guide Pyramid and Sense-ational Foods posters as a backdrop.
2. Talk briefly about the five senses and how they help us appreciate food. Then ask the youth to look at the Sense-ational Foods poster and tell you with which of the five senses the descriptive words in the border could be used. For example, sweet and crunchy with taste; hearty and frosty with sight; and crisp with sound.
3. As a review, ask for a volunteer to name the Food Guide Pyramid food groups. Have the youth arrange the food pictures into food groups stacking individual food pictures on a table. The group leader should make sure the foods are arranged correctly.

Create a "Dagwood"

1. Explain that the youth will be creating sandwiches using pictures of foods. Then they are to take their paper creations home and if possible, sometime during the week make their sandwich using real food. They are to "rate" the creation on its appeal to their five senses and report their findings at the next meeting.

2. Have youth select the pictures of foods they want to use and remind them to try to include at least one food to represent each of the five major Food Guide Pyramid food groups.
3. The youth color the food pictures and arrange them for their sandwiches.
4. Give each youth a paper plate on which to arrange the ingredients of his/her sandwich. Explain that the pictures should be spread out in a fan shape so at least some of each ingredient shows. Glue the pictures to the plate.
5. Suggested discussion questions:

Was it easy to find a vegetable you thought would taste good in your sandwich?

Was it easy to find a fruit you thought would taste good in your sandwich? What fruit did you select... did you all select the same one?

Which foods from the tip of the Pyramid did you put in your sandwich?

6. Each child should take their sandwich creation home and if possible, prepare it just as it is on the plate. They are to "rate" it according to how it appeals to the five senses, using the rating sheet.

CLOSURE:

Suggested discussion question:

How do you think your sandwich will appeal to your five senses?



HOME LINK: Prepare the sandwich and complete the "rating sheet." Report the results at the next meeting.

SCHOOL LINK: Collect the sandwich ideas, put them in a "recipe book," and share with the school food service staff.



COMMUNITY LINK: Contact a local newspaper food editor, and see if he/she is interested in writing an article about making appealing sandwiches using some of the "highly rated" sandwich creations.



Your child created a "paper sandwich" as part of today's nutrition lesson. Have your child tell you about the lesson, and if possible help your child make the creation using real food. After tasting the sandwich, your child is to use this form to record his/her comments.

SANDWICH-SENSE RATING SHEET

SENSE:

How my sandwich appealed to my senses:

Sight _____

Smell _____

Hearing _____

Feel/Touch _____

Taste _____

Use these "smiley faces" to rate your sandwich.

cut along dotted lines



Your child created a "paper sandwich" as part of today's nutrition lesson. Have your child tell you about the lesson, and if possible help your child make the creation using real food. After tasting the sandwich, your child is to use this form to record his/her comments.

SANDWICH-SENSE RATING SHEET

SENSE:

How my sandwich appealed to my senses:

Sight _____

Smell _____

Hearing _____

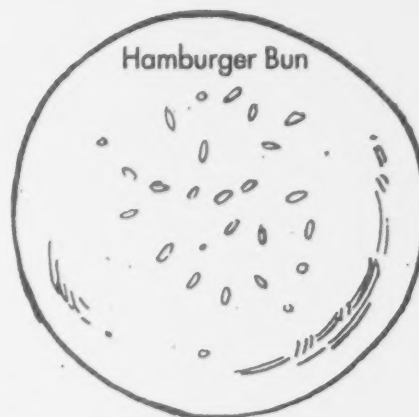
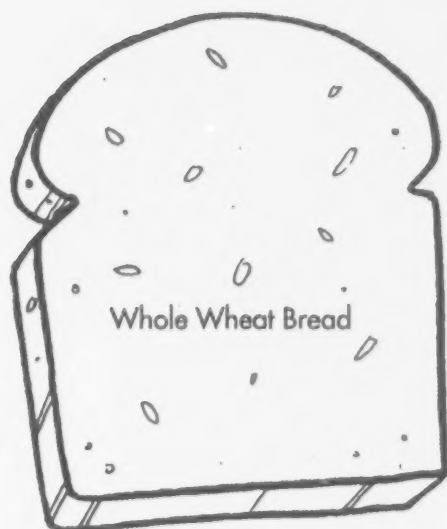
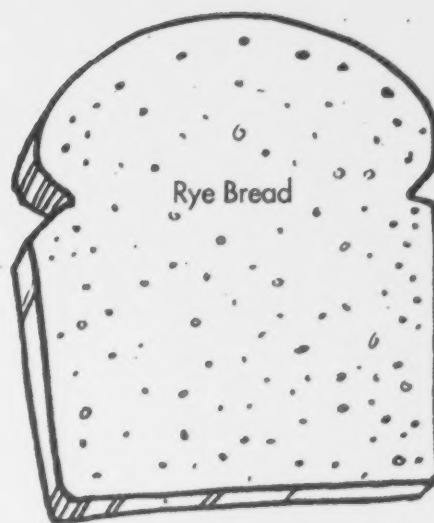
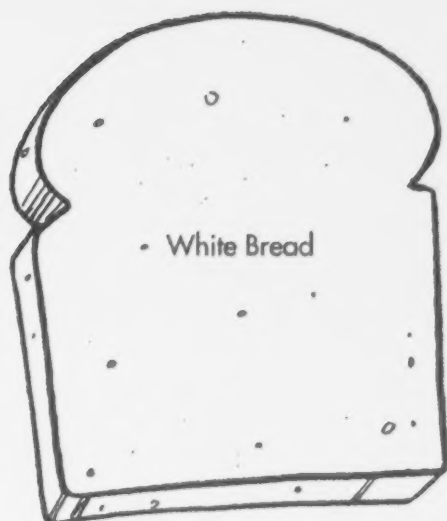
Feel/Touch _____

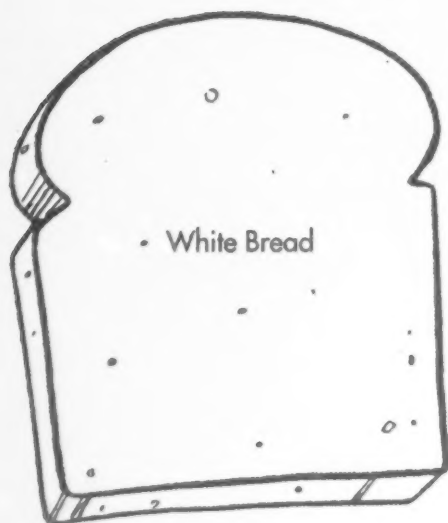
Taste _____

Use these "smiley faces" to rate your sandwich.

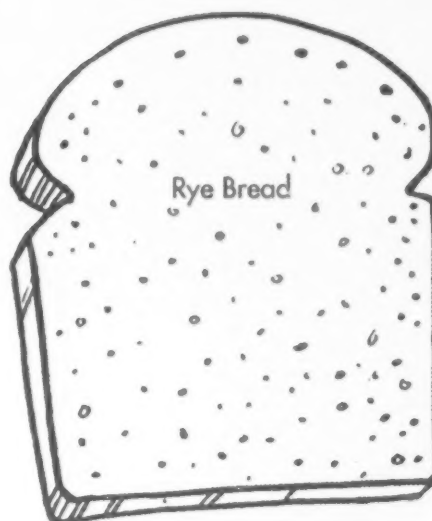


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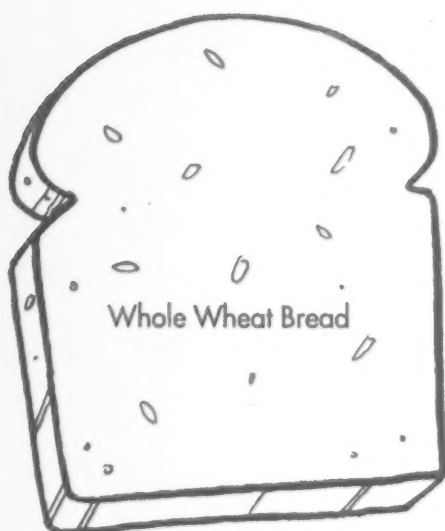




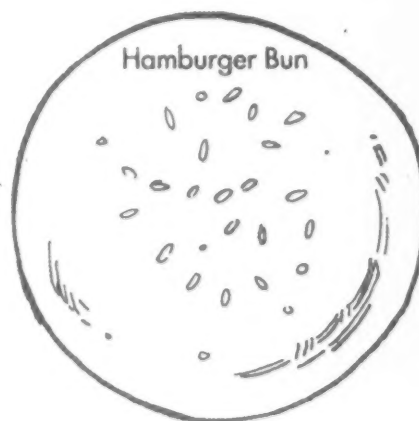
White Bread



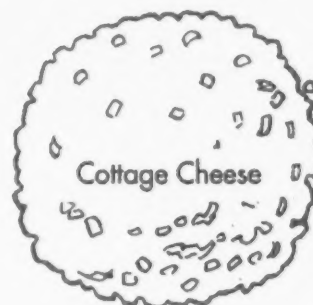
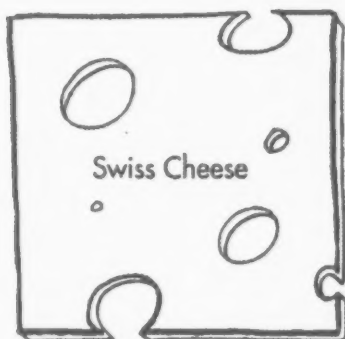
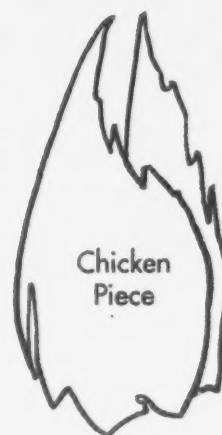
Rye Bread

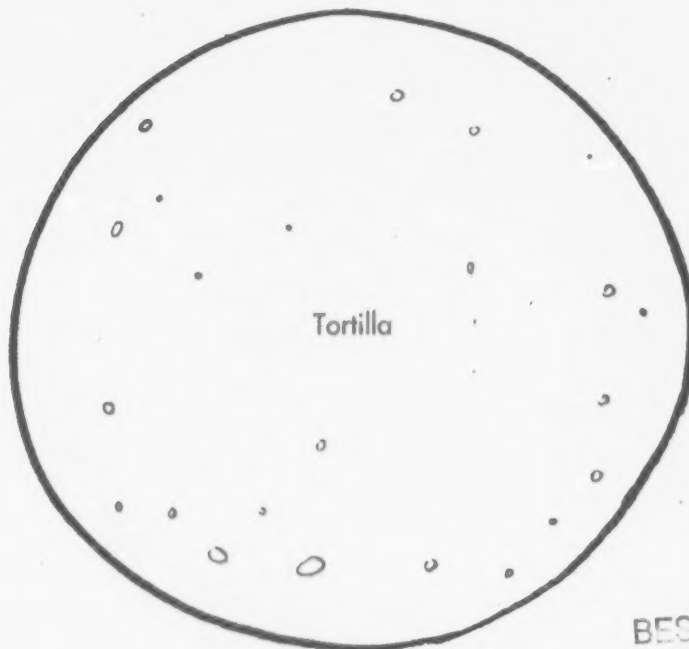
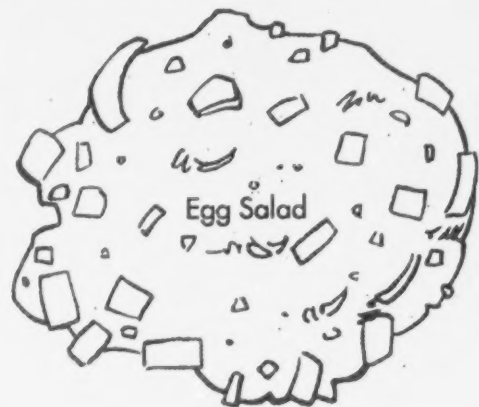
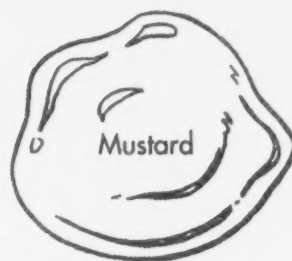


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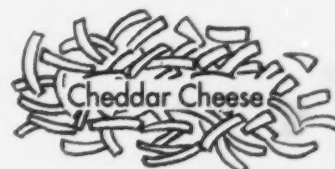
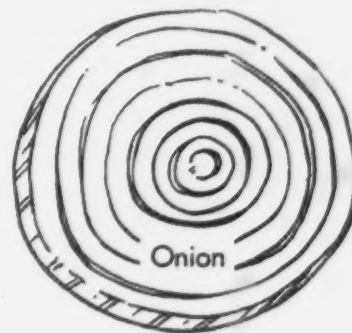
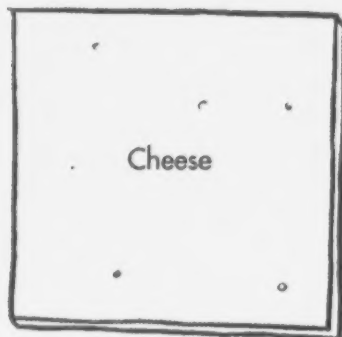
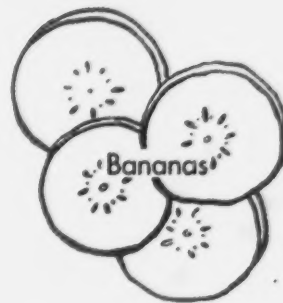
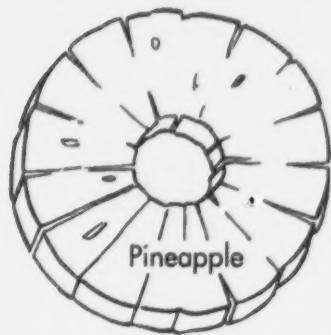


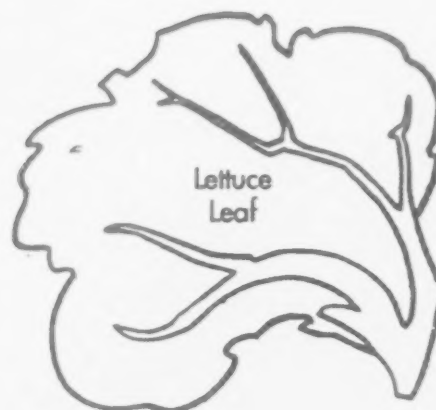
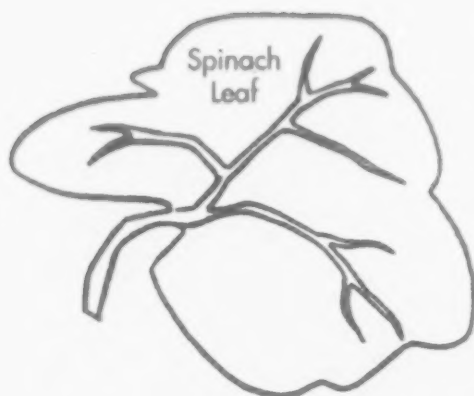
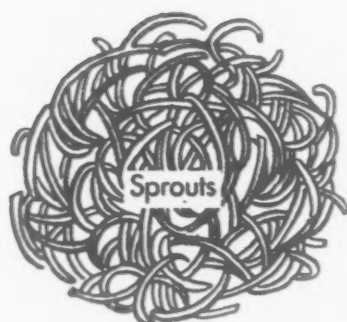
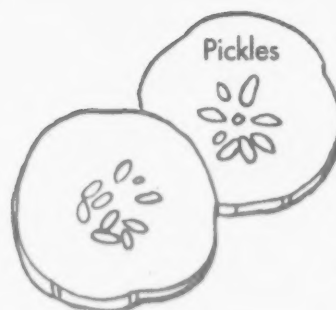
Hamburger Bun

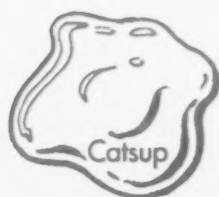
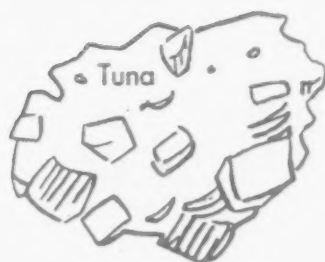


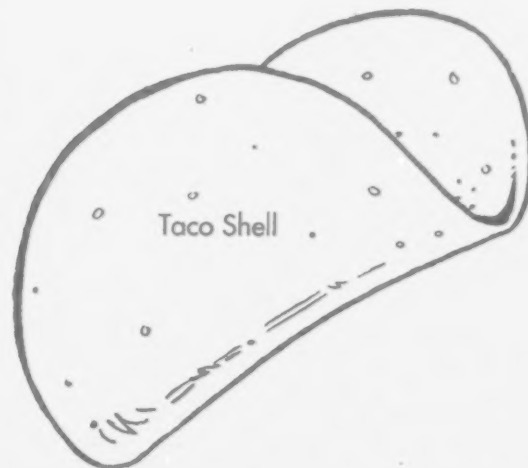
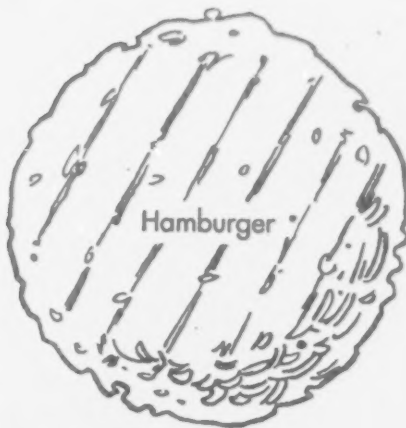
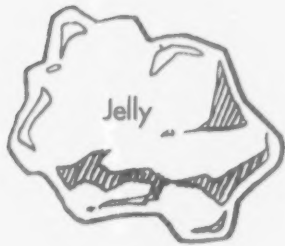


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New Taste Sense-ations

Chefs use their senses when they create new recipes...join in the fun and have a sense-ational time as a "Chef for a Day."

Materials Needed:

Supplied by You



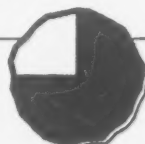
- Paper plates, cups, napkins, plastic forks
- Newsprint or poster board
- Recipe ingredients
- Container of water

From the Kit

- Sense-ational Foods poster
- "Confetti Veggie Spaghetti" recipe
- "Recipe-Sense Rating" sheet

Time Needed:

45 minutes



Preparation Needed:

- On newsprint or poster board list recipe ingredients in large print.
- Prepare ingredients and refrigerate in individual containers.

OBJECTIVES:

- ♦ To use the five senses to appreciate a wider variety of foods.
- ♦ To taste new foods.

KEY CONCEPT:

- ♦ A wide variety of foods can be used to create appealing recipes.

BACKGROUND:

See "Rainbow of Flavors" Background Section.

SENSE-ATIONAL RECIPE ACTIVITY

Setup and introduction

1. Display the Sense-ational Foods poster and the list of ingredients.
2. Arrange bowls of ingredients on a table.
3. Talk briefly about the five senses and how they help us appreciate food.

Create a recipe

1. Explain that the youth will be tasting the individual ingredients in the recipe for Confetti Veggie Spaghetti. They will prepare the recipe using ingredients prepared ahead of time by the group leader, and taste and "rate" it on its appeal to the five senses.
2. Have volunteers distribute plates, napkins, forks, and cups of water.
3. The group leader points to the ingredient on the list, reads the name, and gives everyone a small sample. They taste their samples and rate each, repeating this process until the first seven ingredients have been tasted and rated. Sips of water may be taken between samples to cleanse the mouth between tastes.
4. Have the group dispose of the used paper goods and wash their hands. Have volunteers give everyone a paper plate, fork, and napkin.

5. The group leader reads the recipe directions as the ingredients are put together by a few youth volunteers.
6. The group leader serves the food.
7. Suggested discussion questions:

What food groups from the Food Guide Pyramid are in this recipe?

Would you change this recipe in any way? Would you make this at home?

CLOSURE:

Suggested discussion question:

How does this food appeal to the five senses?



HOME LINK: Help prepare the recipe and have family members complete the "rating sheet." Report on the results at the next meeting.

SCHOOL LINK: The recipe, Confetti Veggie Spaghetti, was developed for use in the USDA School Lunch Program. Share the recipe with the school food service staff.



COMMUNITY LINK: Prepare Confetti Veggie Spaghetti and serve it to chefs or other guests at the "Passport to the Fabulous World of Food" community activity.

Name: _____

RECIPE-SENSE RATING SHEET

SENSE How the ingredient, spaghetti, appealed to my senses:

Sight _____

Smell _____

Hearing _____

Feel _____

Taste _____

SENSE How the ingredient, tomato, appealed to my senses:

Sight _____

Smell _____

Hearing _____

Feel _____

Taste _____

SENSE How the ingredient, mixed vegetables, appealed to my senses:

Sight _____

Smell _____

Hearing _____

Feel _____

Taste _____

SENSE How the ingredient, American cheese, appealed to my senses:

Sight _____

Smell _____

Hearing _____

Feel _____

Taste _____

You may also use these "smiley faces" to rate the foods.



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SENSE

How the ingredient, black olive, appealed to my senses:

Sight _____

Smell _____

Hearing _____

Feel _____

Taste _____

SENSE

How the ingredient, red onion, appealed to my senses:

Sight _____

Smell _____

Hearing _____

Feel _____

Taste _____

SENSE

How the ingredient, pepper ring, appealed to my senses:

Sight _____

Smell _____

Hearing _____

Feel _____

Taste _____

SENSE

How Confetti Veggie Spaghetti appealed to my senses:

Sight _____

Smell _____

Hearing _____

Feel _____

Taste _____

You may also use these "smiley faces" to rate the foods.



Confetti Veggie Spaghetti

6 servings, $\frac{3}{4}$ cup each

Spaghetti, uncooked	4 ounces	Basil, dried	$\frac{3}{8}$ tsp
Tomatoes, chopped	$\frac{3}{4}$ cup	Black pepper	$\frac{3}{8}$ tsp
Mixed vegetables, frozen	$\frac{3}{4}$ cup	Italian salad dressing, lowfat	$\frac{1}{4}$ cup
American cheese, diced	$\frac{3}{4}$ cup	Confetti Topping:	
Black olives, chopped	2 Tbsp	Parmesan cheese	2 Tbsp
Red onions, diced	1 Tbsp	Garlic, granulated	$\frac{1}{8}$ tsp
Mild pepper rings, chopped	1 tsp	Black pepper	$\frac{1}{8}$ tsp
Parmesan cheese	2 Tbsp	Parsley, dried	$1\frac{1}{8}$ tsp
		Basil, dried	$\frac{3}{8}$ tsp

To prepare:

1. Break spaghetti into fourths. Cook in boiling water until tender-firm, about 8 minutes. Drain and cool in refrigerator for 30 minutes.
2. In a large bowl, combine tomatoes, mixed vegetables, cheese, olives, onions, pepper rings, parmesan cheese, basil, and black pepper. Add chilled spaghetti.
3. Toss with lowfat Italian salad dressing and refrigerate 2 hours prior to serving.

To serve:

1. Mix confetti topping ingredients together.
2. Serve $\frac{3}{4}$ cup portions of chilled spaghetti mixture and sprinkle 2 teaspoons of confetti mixture over each.

Source: The American Culinary Federation.
1994. *The School Lunch Challenge*. (40).

InfoNote:

These recipe cards may be cut out and taped together to make your own recipe card for use in your home.

Country Snapshot

All aboard for a trip around the world! Learning about foods eaten in different cultures adds excitement and inspires a sense of adventure to taste foods that are new and different!



Materials Needed:

Supplied by You

- Map of the world
- Crayons or markers
- Poster board
- Clear contact paper
- Travel posters, magazines, etc.
- Scissors
- Glue
- Cassette tape/cassette player

From the Kit

- Food Guide Pyramid poster
- "International Food List" handout
- Story

Time Needed:

45 minutes



OBJECTIVES:

- ◆ To learn about foods and food customs in different countries.
- ◆ To classify foods from another culture by food groups of the Food Guide Pyramid.
- ◆ To taste new foods.

KEY CONCEPTS:

- ◆ People from other cultures eat foods that are similar and different from the food we eat.
- ◆ Tasting "new" foods can be fun and delicious.

PREPARATION NEEDED:

- ◆ Collect travel posters and travel magazines about foreign countries that can be cut up.
- ◆ Obtain a map of the world.
- ◆ Cut poster board into "placemat" size pieces, one for each youth.
- ◆ Obtain cassette tapes of music from several countries around the world and a cassette player (optional).
- ◆ Photocopy "International Food List" for distribution to group.

BACKGROUND:

Each country of the world has unique foods and food preparation techniques and food customs. These are important parts of the culture of each country. The foods eaten often depend on what foods grow in the area, what animals can be raised in the area, the climate, whether the country is located close to the sea, etc. "Special" foods are often prepared for celebrations.

This activity introduces the youth to three different cultures and some of their foods and food customs. Read the attached story for a little background on these three countries. You may want to do more research on your own at your local library or even choose different countries and make up your own stories.

The countries discussed in the story are: Mexico, Russia, and Ethiopia.

Remind the youth that using their senses to enjoy the various flavors, textures, smells, and colors of food makes eating a fun adventure, and it can expand their appreciation for a wider variety of foods.

STORY ACTIVITY

Introduction

1. Explain that the youth will be learning about different cultures and some of the foods and food customs through a story. Have the youth sit while you read aloud the story "Food Stories from Around the World." The group leader should point out each country on a world map as the story is read.

2. Suggested discussion questions:

What countries did the children visit?

Can you describe each country? Its climate, where it is located in the world, etc.

Name some of the foods that were eaten in more than one of the countries.

PLACEMAT ACTIVITY

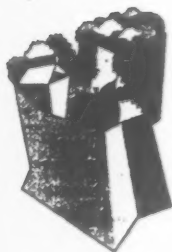
1. Spread out the posters and pictures according to country, and have youth create placemats about any of the countries in the story using art materials. Give everyone a piece of poster board and glue.
2. When the group has finished, cover both sides of each placemat with clear contact paper.
3. Have youth share their placemats with the group.

FOOD GROUPING ACTIVITY

1. Display the Food Guide Pyramid poster.
2. Give each youth a copy of the "International Food List" and a pencil, and have them work in groups to write in the name of the food group to which each food belongs.
3. When the lists are completed, compare the answers to the answer key. Refer back to the story, if necessary. Discuss the similarities and differences in the foods eaten in the three countries.

CLOSURE:

Have each youth set a goal to taste a food from the story in the coming week.



HOME LINK: Distribute family activity, "Salad Bowl."



SCHOOL LINK: Display the placemats in the cafeteria of a local school.



COMMUNITY LINK: Display the placemats at the community activity, "Passport to the Fabulous World of Food."

Food Stories From Around the World

MEXICO

These stories follow a teacher, Ms. Santos, and four of her students, Marcus, Carlos, Tanisha and Liz as they visit different countries and learn about foods and food customs.

"Where are we?" asked Marcus, always the first of the group to open his mouth.

"We're not in _____ any more, that's for sure."
(name of your town)

"We're in a little town in Mexico called La Penita," said Ms. Santos.

"It's on the Pacific Coast and very warm here."

The group strolled over to the main street, where people were selling fruits and vegetables in open-air markets. "I recognize some of this food," said Marcus, looking at the fruits and vegetables in one small shop. "I see **tomatoes, watermelons, and pineapples**. What are those things over there?"

"Those are **papayas**, and those are **mangoes**," said Carlos.

"We eat them at my house. My father was born in Mexico."

"What's this? It looks like a hairy, brown turnip!" laughed Liz.

A small voice piped up from behind the counter.

"That is **jicama** (HI-cah-ma). It's crunchy and sweet. Want to try?"

"Who are you?" asked Liz.

"I am Tia. This is my mother's shop."

"How come you speak English so well?" asked Marcus.

"We learn English in school. Here, have some jicama. Then tell me why you are here."

"We're visiting different countries to learn about the food they eat," said Carlos.

"Hey, this stuff's not half bad," said Marcus, his mouth full of jicama.

"What other kinds of food do you eat here?"

Tia pointed to different piles of vegetables. "To us this food is not strange. It is what we eat every day. Here are **chili peppers**, **lettuce**, **zucchini**, **plantanos** (PLA-ta-nos) and **cactus leaves**."

"Cactus leaves? Do people really eat those things?" said Marcus.

Tia laughed. "But after you boil them, they are very good. Plantanos, too. See how they look like big bananas? Sometimes we fry them, or put them in a stew. I like plantanos very much."

"What about these bananas?" asked Tanisha. "They're tiny!"

"Those are **apple-bananas**. They grow on plantations very near here. Try one. They are so good!"

"Hey," mumbled Carlos with his mouth full. "She's right. They may be little, but they are sure good."

"Tia, what does your family usually eat besides fruits and vegetables?" asked Carlos.

"We eat lots of **tortillas**," said Tia. "We eat them at almost every meal — with **beans**, **meat**, **lettuce**, and **tomatoes**. We also eat fresh **fish**, **shrimp**, and **oysters**. And we make juice from fresh fruits, like **guava** or **watermelon**. For snacks, we can buy a mango on a stick or **ice cream**. Another thing we like very much is '**pan dulce**' — it's a sweet bread. Sometimes my mother bakes it and sometimes we buy it at the store."

"Wow, I never thought there was so much cool food in Mexico," said Marcus. "I thought all you ever ate was beans."

Tia laughed again. "And we think Americans only eat hamburgers and french fries. Today you have learned many things about what Mexican people eat. Thanks so much for visiting!"

RUSSIA

"Brr. This is definitely not sunny Mexico," said Tanisha. She clutched at her coat, blew on her fingers and gazed at the huge buildings in Moscow's Red Square. "Not at all."

"That's right," said Ms. Santos. "We're on the other side of the world from Mexico, and a lot further north. We've been invited to a family's apartment for lunch, so we better get going."

Ms. Santos and the children hopped on the squeaky clean Moscow subway, and soon they came to their stop. They found the right apartment building, and soon were climbing, climbing, climbing up the stairs.

"Welcome. Come in. Welcome," said a woman at the top of the stairs.

"You must be the group from the United States."

"That's right. And we're pooped, too," said Marcus. "I'm Marcus."

"This is my husband, Sergei, and our son, Piet. Come in. Come in."

Their apartment was very small. But right in the middle of the living room was a round table, full of dishes of food in all shapes and colors. The kids just stared. Even Marcus, for once, had nothing to say.

"What is all this?" stammered Liz.

"I mean, there's so much. I thought we'd just have..."

"You thought the Russians only ate **soup, bread and tea**, yes?" said Tatyana.

"Well, we do. But many other things, too. This is **prostokvasha** (pro-sto-KVA-sha). It is like your yogurt, but not as sweet, like buttermilk. Russian people often eat this for breakfast."

"And look at the bread!" whispered Tanisha. "It's beautiful and black!"

"Yes, Russians love dark, rich bread," said Sergei. "We buy it fresh almost every day at the bakery. Some days we have to stand in line for a long time before we can buy bread."

"And this?" asked Tanisha. She was warm now, and her curiosity was making her talk more.

Piet finally got brave enough to try out his English. "**Sour cream, potatoes and mushrooms!** We love sour cream in everything!"

"You see, for a long time many of us didn't have refrigerators," Piet's mom explained. "We learned to use sour milk and sour cream in our cooking. Another thing we use in cooking is hard-cooked eggs. Meat can be very expensive here, so we get much of our protein from eggs and dairy products."

"What's this red stuff?" asked Marcus, pointing to a steaming bowl of deep red-purple liquid.

"That's **borscht** — Russian beet soup. It is a big favorite with many Russians," answered Sergei. "And here are pickled vegetables. Our ancestors used to pickle many foods to make them last longer. Today we still eat **pickled beets, beans, cabbage, and even mushrooms.**"

"Does everyone in this huge country eat this kind of food?" asked Tanisha.

"Oh, no," said Tatyana. "Russia has many different climates and types of food. In the warmer climates, people eat a lot of **figs, dates, apricots, nuts and seeds.** And instead of eating bread and potatoes, like we do, they eat **rice or corn.** They also like to eat lamb or chicken."

"We better sit down and start eating this food," said Ms. Santos.

ETHIOPIA

The children looked at the rugged hills and bright sunlight and smiled.

"I don't care where we are. I'm just glad to be warm," said Tanisha.

"It just so happens that today we're visiting Ethiopia," said Ms. Santos.

"Ethiopia is in East Africa."

"I thought Ethiopia was one big desert," said Liz.

"No," said Carlos. "There are many kinds of geography in Ethiopia. There are deserts, mountains, and plains."

"That's right," said Ms. Santos.

"But right now we have to go on. A family is expecting us for lunch."

After a short walk, the group entered a round, dark hut. They were at the home of Jarra, his wife, Ama, and their 2-year-old daughter, Jabu.

"Welcome to our house! Welcome to our table," boomed Jarra. He was a tall, thin man who held his head very high. "Here, first you must have some cool water. Then sit down. We will have a meal."

The kids sat down on a low couch near a table. In the middle of the table was a steaming **stew**, and pieces of **bread** that were flat, soft and full of holes.

"In this country, we do not use your knife and fork," said Ama in a quiet voice. "Instead, we take pieces of bread and scoop up the stew. Watch me. Now you try."

Marcus tore off a piece of bread, dipped it into the stew and immediately slopped some on his pants. "Oh brother, it's going to be a long lunch," he said under his breath.

"What's in this stew, and what's it called?" asked Carlos.

"This dish is called **wat**," said Jarra. (Wat rhymes with swat.) "Ethiopians cook many kinds of wat. This one has **chicken, onion, lemon juice, hard-cooked eggs, hot peppers**, and many spices. Some wats only have vegetables or **beans**. Some are made with **beef**."

"What else do you like to eat?" asked Liz.

"Bread. The bread we are eating now is made from millet. We also eat **lentils** and **chickpeas**, and **curds** made from milk. And **honey**. Honey to us is like heaven."

"Does everybody in Africa eat like this? 'Cause if they do, they sure are lucky," mumbled Marcus with his mouth full. By now he had learned how to dip and eat.

"No, there are many different cultures in Africa," said Jarra, "and people eat differently. Some people live where it is very hot. They eat lots of fruits, like **mangoes, breadfruit, and bananas**. Some people live near the oceans and eat lots of **fish**."

Ama nodded her head. "Yes. Food and water are very important. We have had drought here for many years. The crops have been bad. Many people have gone hungry or died. Before every meal, we give thanks for our food, because so many people have so little to eat."

The group looked at the floor of the dark hut and let this young woman's words sink in. After a bit, Ms. Santos stood up.

"We thank you for your wonderful food. And now we must go."

Source: Nutri-Kids Go Around the World. Expanded Food and Nutrition Education Program. Oregon. 1994. (11).

INTERNATIONAL FOOD LIST

(These foods were all mentioned in the story)

MEXICO**FOOD GROUP**

cactus leaves _____
 jicama _____
 mango _____
 papaya _____
 tomato _____
 watermelon _____
 pan dulce _____
 pineapple _____
 platanos _____
 tortilla _____
 zucchini _____
 apple-banana _____
 beans _____
 oysters _____
 fish _____
 shrimp _____
 guava juice _____

RUSSIA**FOOD GROUP**

potato _____
 mushroom _____
 black bread _____
 prostokvasha _____
 sour milk _____
 hard-cooked egg _____
 borscht _____
 pickled cabbage _____
 figs _____
 rice _____
 pickled beans _____
 pickled beets _____
 corn _____
 dates _____
 apricots _____
 nuts and seeds _____

ETHIOPIA**FOOD GROUP**

flat bread _____
 stew (wat) _____
 hot pepper _____
 beans _____
 lentils _____
 chickpeas _____
 curds from milk _____
 honey _____
 hard-cooked egg _____
 onion _____
 chicken _____
 lemon juice _____
 beef _____

INTERNATIONAL FOOD LIST—ANSWER KEY

MEXICO

cactus leaves	vegetable
jicama	vegetable
mango	fruit
papaya	fruit
tomato	vegetable
watermelon	fruit
pan dulce	grain
pineapple	fruit
platanos	fruit
tortilla	grain
zucchini	vegetable
apple-banana	fruit
beans	meat or vegetable
oysters	meat
fish	meat
shrimp	meat
guava juice	fruit

RUSSIA

potato	vegetable
mushroom	vegetable
black bread	grain
prostokvasha	milk
sour milk	milk
hard-cooked egg	meat
borscht	combination or vegetable
pickled cabbage	vegetable
figs	fruit
rice	grain
pickled beans	meat or vegetable
pickled beets	vegetable
corn	vegetable
dates	fruit
apricots	fruit
nuts and seeds	meat

ETHIOPIA

flat bread
stew (wat)
hot pepper
beans
lentils
chickpeas
curd from milk
honey
hard-cooked egg
onion
chicken
lemon juice
beef

FOOD GROUP
grain
combination
vegetable
meat or vegetable
meat or vegetable
meat or vegetable
milk
fats, oils, sweets
meat
vegetable
meat
fruit
meat

Celebrate

Let's celebrate a special holiday and learn about the customs and foods that are part of the festivities! There's a whole world to choose from!



Materials Needed:

Supplied by You

- Poster board
- Fruit
- Cassette tape/cassette player (optional)
- Large bowl, paring knife, large spoon
- Paper plates, plastic forks, napkins

Time Needed:

30 minutes



InfoNote:

Other examples of cultural celebrations you may want to study are: Cinco de Mayo, July 4th, Thanksgiving, or Chinese New Year.

OBJECTIVES:

- ♦ To try new foods.
- ♦ To learn about cultural celebrations, such as Kwanzaa, an African-American celebration.
- ♦ To use our senses to appreciate and enjoy foods from other cultures.

KEY CONCEPT:

- ♦ There are many cultural celebrations enjoyed around the world — each may have its own "special" foods.

PREPARATION NEEDED:

- ♦ **Advance planning:** Ask each youth to bring in a fruit.
- ♦ Collect posters, books, or articles about Kwanzaa and become familiar with its origin and purpose.
- ♦ Obtain a cassette tape of music to illustrate the holiday (optional).
- ♦ In large letters, write the seven principles of Kwanzaa on newsprint or poster board.

BACKGROUND:

Each of us celebrates holidays and festive occasions that hold special meaning. Kwanzaa is a fairly new celebration created in 1966 by Dr. Maulana Karenga. Dr. Karenga, a college professor, wanted to start a holiday to help African-Americans learn about their African beginnings. He went to Africa and learned that many tribes celebrate when the first crops of the year are harvested. Dr. Karenga used many African traditions and harvest festivals to design the celebration, Kwanzaa. Observed from December 26 through January 1 each year, Kwanzaa is a time of celebration and self-reflection. It is not intended to be a religious event, but it does focus on seven principles of living. (20).

Each day of the seven-day festival there is a special idea or principle to think about.

The following is a paraphrase of the seven principles laid out by Dr. Maulana Karenga:

- Day 1: **Umoja** (oo-moe-ja) Unity — To be together as a family, community, and nation.
- Day 2: **Kujichagulia** (coo-gee-cha-goo-lee-ah) Self-determination — To decide our own future.
- Day 3: **Ujima** (oo-GEE-mah) Collective work and responsibility — To work together and be responsible for each other.
- Day 4: **Ujamaa** (oo-JAH-mah) Cooperative Economics — To operate our own stores, shops, and other businesses in the community.
- Day 5: **Nia** (nee-ah) Purpose — To do what we can to make our community great.
- Day 6: **Kuumba** (coo-OOM-bah) Creativity — To do as much as we can to create beautiful and strong communities — to improve our communities.
- Day 7: **Imani** (ee-MAH-nee) Faith — To believe in ourselves and our community.

KWANZAA ACTIVITY

Setup and introduction

1. Display the list of the seven principles.
2. Play music softly in the background (optional).
3. Explain Kwanzaa and discuss the seven principles.

Activity

4. To illustrate the first principle of Umoja (Unity)—have the group prepare a “group” fruit salad and enjoy it together. Have the youth wash their hands. Have the youth wash the fruit, peel (if necessary), cut into bite sized pieces, and serve.
5. Suggested discussion questions:

What is the meaning of the first principle?

Is this principle one that is part of your culture or a holiday that you celebrate?

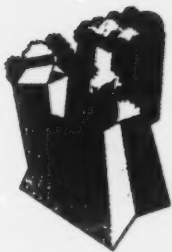
CLOSURE:

Have the youth describe family celebrations of their own.

Suggested discussion questions:

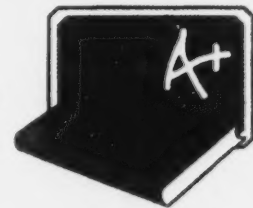
How does this celebration differ from Kwanzaa?

How is it the same?



HOME LINK: Find out more about a family celebration and share it at the next meeting.

SCHOOL LINK: Check out school library books about celebrations around the world and their foods.



COMMUNITY LINK: Take part in the community event, "Passport to the Fabulous World of Food."

Pen Pals Across the U.S.

Hook up with students from Team Nutrition schools across the United States to learn about what foods they eat, and then share a home recipe or two!

Materials Needed:

Supplied by You

- Pencils
- Map of U.S.

From the Kit

- Food Guide Pyramid poster
 - Pen pal form letter
-

Time Needed:

45 minutes

InfoNote:

Get on a web site for e-mail pen pals
<http://www.kidscom.com>.

The Ultimate Children's Internet
Sites lists children's web sites
organized by age
<http://www.vividus.com//ucis.html>.

OBJECTIVES:

- ♦ To learn about foods eaten in different parts of the United States.
- ♦ To expand the variety of foods eaten.
- ♦ To use the Food Guide Pyramid to choose foods for a healthy diet.

KEY CONCEPTS:

- ♦ All of us eat foods that are linked to our family, community, and region of the United States we live in.
- ♦ Foods that we eat are an important part of our customs, family life and celebrations.

PREPARATION NEEDED:

- ♦ **Advance planning:** Locate sources for pen pals in Team Nutrition schools by contacting county extension agents or Team Nutrition contacts in the region of the country you want to "pen pal" with.
- ♦ Obtain a large map of the U.S.
- ♦ Photocopy pen pal form letter for each youth in the group.

BACKGROUND:

How do people develop certain food preferences? Does everyone like the same foods that their friends like? What foods have special meaning? Why? These and other questions can be explored to help youth see that people develop different eating patterns, favorite foods, and food acceptances for a variety of reasons. Family food habits, early food experiences, religion, region of the country, and how a food tastes influence what foods are eaten. Before learning about what foods are eaten in other parts of the United States, the youth should first become aware of what is eaten that is unique to their own region of the United States. It may also be interesting to see if people throughout the country have similar meal patterns and call the meals by the same name.

InfoNote:

Safety first reminders for youth who have access to Internet:

1. Never give out your name, address, phone number, school name, passwords, or other personal information.
2. Never agree to purchase anything or to get together with someone you have met online, unless the parents agree.
3. Remember that everything you read on the Internet isn't always true. Some people online may not be who they say they are. Protect your privacy.

For example, what is supper? What is dinner? Are there differences in recipes that are prepared in New Mexico compared to recipes prepared in New Hampshire? Would home recipes be similar or would they be based on what is available in that region of the country?

PEN PAL ACTIVITY**Setup and introduction**

1. Explain that a pen pal is someone who lives far away from you, but becomes a friend through writing letters. Today they'll be choosing pen pals from another part of the U.S. They'll write letters about themselves and the foods they eat and ask their pen pal questions about the foods that are unique to their part of the U.S. as well as foods that are popular throughout the U.S.
2. Display the U.S. map and point out where the pen pals live.
3. Discuss your region of the U.S. and foods that are eaten there. Suggested discussion ideas: (The group leader should write responses on newsprint.)

◆ *Have the youth brainstorm foods that are unique to their part of the U.S. For example, grain products eaten in the southern U.S. such as grits, cornbread, or spoon bread may not be eaten in Oregon.*

◆ *Name a "special" food your family eats for holidays or family celebrations.*

◆ *Name a food your family eats that is connected to your family background.*

◆ *Name some favorite foods.*

WRITING ACTIVITY:

1. Give each youth the pen pal form letter. Have each one fill in the letter introducing themselves and sharing such information as what foods are unique to their region of the country, foods they eat on special occasions, foods that are connected to their family heritage, and their favorite foods. The youth should ask their pen pals to send back similar information about the foods they eat.
2. Send the letters by mail or electronically.
3. This can be an ongoing activity and the youth may exchange recipes at a later date.

CLOSURE:

Using the brainstorming
Guide Pyramid to
of the country or
the youth try a new



HOME LINK: Tell the families about



SCHOOL LINK: Read the pen pal
class and suggest to the teacher that
similar activity.

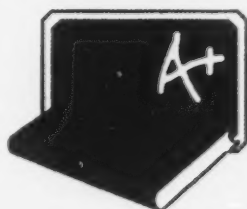
COMMUNITY LINK: When le
the pen pals, have the youth write
describing what they learned.

SURE:

g the brainstorm sheets, have the youth use the Food
e Pyramid to classify foods that are unique to their region
e country or that are from a particular ethnic group. Have
outh try a new food that is unique to their region.

families about the pen pals.

ead the pen pal letters in
ne teacher that the class do a



IK: When letters or Internet responses come back from
youth write a letter to the editor of a local paper
learned.

Date _____

Dear _____,

Hi! My name is _____

years old and am in the _____ grade at _____

I am learning about what foods are eaten in different parts of the

_____ My state is _____
(city) (state)

Many people in my part of the United States eat _____

_____. My family eats special _____

celebrations. At _____ my family eats _____
(name of holiday)

Many, many years ago my family came to the United States from _____

and we eat _____ that comes from there.
(name of food)

My favorite foods are _____

I hope you will write back to me, and tell me about yourself and the foods
we can share a recipe our families like to eat for dinner. Write SOON!

Your Pen Pal,

Date _____

_____. I am _____
_____ school.

parts of the United States. I live in

My state is located _____

_____ eats special foods at holidays or family
_____ eats _____
(name of food)

_____ comes from _____
(country)

from there.

_____ self and the foods you like to eat. Maybe
Write SOON!

Family Activities





Introduction to the

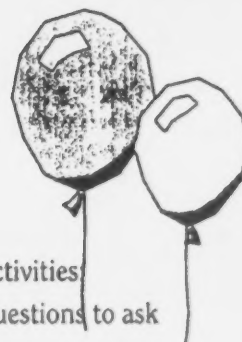
Family Activities

This section of the Community Nutrition Action Kit is filled with a wealth of enjoyable activities for families. As they help families make food choices for a healthy diet, they encourage family fun!

The activities are meant to be "stand-alone" pieces. Each activity is reproducible, and includes all the information and instructions needed to be carried out. Send them home with youth to enjoy with their parents, older siblings, grandparents, uncles, aunts, cousins, neighborhood friends or caregivers and watch the fun begin.

Here is a short description of each of the family activities:

- ◆ **Close Encounters of an Agricultural Kind** — Questions to ask farmers to learn about farm life.
- ◆ **Starting Small** — Instructions on how to grow a minigarden.
- ◆ **Super Us** — A checklist of eating and physical activity habits, and a goal-setting game.
- ◆ **Tips To Be Tops** — Tips to put the three Team Nutrition messages into action.
- ◆ **Pyramid Place Restaurant** — Use a restaurant menu to find food items for each of the food groups.
- ◆ **Grain, Fruit and Veggie Challenge** — A game to encourage eating fruits, vegetables and grains.
- ◆ **Supermarket Sleuth** — A question and answer sheet to learn to use the Nutrition Facts Label.
- ◆ **Cabinet Check** — Nutrition Facts Label comparisons of foods in the pantry.
- ◆ **Sense-able Scavenger Hunt** — A game to name foods that are crunchy, salty, sweet, soft, green, etc.
- ◆ **Family Taste Celebration** — Prepare an "old" family recipe for a family celebration!
- ◆ **Salad Bowl** — A check sheet of fruits and veggies eaten by other cultures.
- ◆ **Bread in a Bag** — A recipe for making homemade bread.



Close Encounters of an Agricultural Kind

Enjoy a day on a farm or a trip to a farmer's market...discover where food comes from and try new tastes. Here are some suggested questions you and your child can ask during your visit, or make up your own.

General questions:

1. What time do you start your day?
2. What do you eat when you get up in the morning?
3. Have you and your family always been farmers? If so, how have things changed over the years?
4. Do you get days off from your job?
5. What kind of farm machines do you have?

Fruit or vegetable farm:

1. Do you always plant seeds?
2. Do you always grow the same things?
3. How do you pick (harvest) the food?
4. What kind of bugs live in the fields?

Dairy farm:

1. How do you get the milk from the cow?
2. How much milk does one cow make in a day?
3. What other foods can you make from milk? Do you make these?

Poultry farm:

1. About how many chickens (turkeys) live in one house?
2. What do you feed the chickens (turkeys)?
3. Do these chickens (turkeys) lay eggs?

Meat farm:

1. What do the animals eat?
2. How many animals do you have?
3. What kinds of meat do these animals make?
4. Do these animals live in a barn?

Fish farm:

1. How many fish live in a tank?
2. How do the fish get in the tank?
3. What do you feed the fish?
4. How do you get the fish to the store?

FAMILY ACTIVITY 1: Buy a food that was seen at the farm or farmer's market. Take the food home and prepare it as part of a family meal.

FAMILY ACTIVITY 2: Read *Granpa's Garden Lunch* by Judith Casely, *Green Grass and White Milk* by Alike, and *This Year's Garden* by C. Rylant, or create a story about a child growing up on a farm.

BEST COPY AVAILABLE

Starting Small

You don't need a big field or even a backyard to grow some of your own food. You can grow some on a window sill, balcony, porch, deck, or doorstep!

Materials Needed:



- Container – such as milk carton, bleach jug, coffee can, ice cream tub, or ceramic pot
- Seeds
- Soil
- Plant fertilizer
- Tray or plate
- Water



Seeds that grow well in containers:

tomatoes
peppers
radishes
leaf lettuce
cucumbers
herbs

For a family gardening project or to stretch your imagination—start small. Follow these steps to create your own minigarden:

1. Select seeds to plant. See the box labeled “Seeds that grow well in containers” for ideas of seeds to select. For more information on variety selections, contact your local Extension office.
2. Select a container. Match the container to the size of the plant. For example, tomatoes require a much bigger container than herbs. Rinse the container. Punch holes in the bottom, if there are none.
3. In a bucket, combine soil with water until the soil is damp. Fill your container with the damp soil to $\frac{1}{2}$ inch from the top.
4. Read the seed packet to see how far apart and how deep to plant seeds. Cover seeds gently with soil.
5. Keep the seed bed watered well. The seeds need a lot of water, but don't add it all at once. Pour some on, let it sink in, and pour more on. Stop pouring when you see water coming out the bottom of the container. Keep a plate or tray under the plant container so the container will not leak. Keep the soil moist, but not sopping wet.
6. Place container(s) in a sunny location.
7. Once a week, add fertilizer following directions on the label.
8. Turn the containers often, so that sunlight reaches all sides of the growing plants.
9. As the plants grow larger, use scissors to trim the leaves of side-by-side plants, so they do not touch each other.

FAMILY ACTIVITY 1: When the food is ready to be picked, pick it, wash it, and use it in family meals.

FAMILY ACTIVITY 2: Cut off the top 1 inch of a carrot, turnip, or beet. Put the top on a saucer, cut side down. Add just enough water to make the bottom of the vegetable top wet. Keep the saucer in a sunny window, add water every day so the bottom of the vegetable stays wet. Watch new leaves and roots grow!

Super Us

Join your child on the road to Super Me, and make it a family game... Super Us. Move your muscles—be more active every day, *and* make food choices for a healthy diet. Answer the questions below, and play the Super Us game.

HOW DO YOU AND YOUR FAMILY SCORE ON HEALTHY EATING? (✓ if yes)

Each day do you...

Family members (initials)

Eat breakfast?

Eat at least 1 fruit?

Drink 100% fruit juice?

Eat at least 3 different vegetables?

Eat at least 6 grain products?

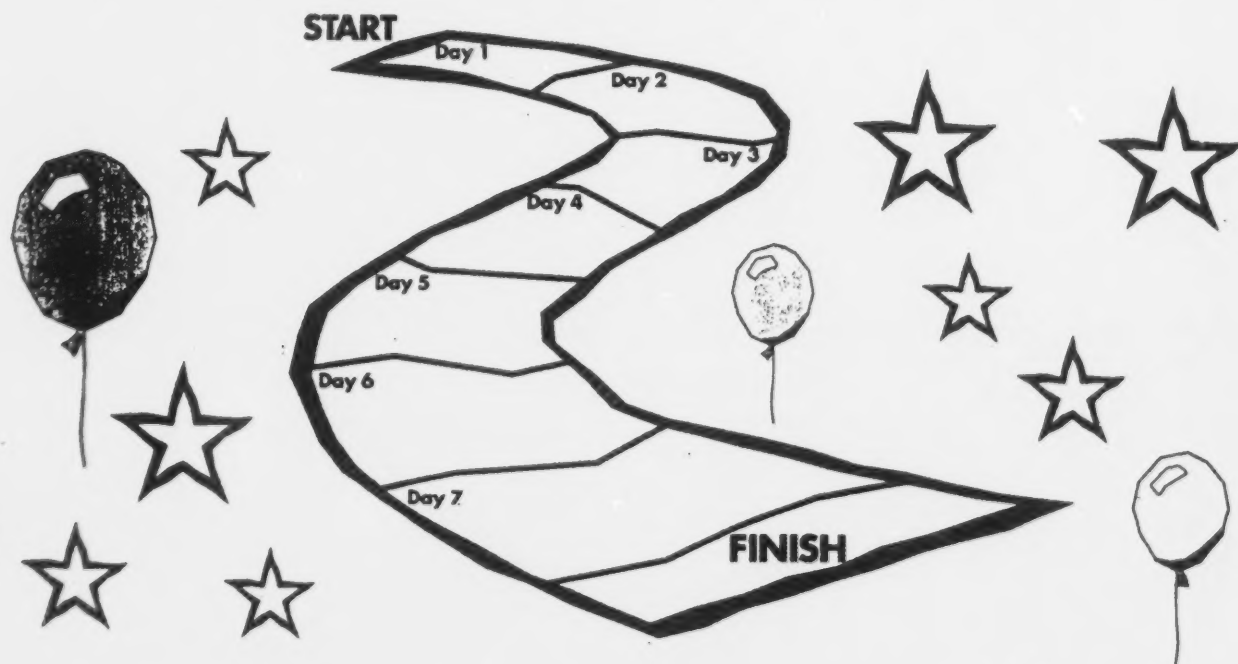
Eat whole-grain foods, such as whole-wheat bread or whole-grain cereal?

Drink 2 percent or lower milk?

Drink several glasses of water?

Total your check marks:

Use the game board below, and as a family, set a healthy eating goal to do each day—for at least a week. Family members should write in their initials on the game board each day they reach their goal. Continue the game with a new healthy eating goal each week... have fun with variety!!!



Super Us

Part 2

Encourage your child to be physically active. Set an example and join in. Being active throughout life is a goal worth setting. Keep in mind that physical activity helps in maintaining and improving body weight, *and* it's fun.

HOW DO YOU AND YOUR FAMILY SCORE ON PHYSICAL ACTIVITY? (✓ if yes)

Do you do these 2 or 3 times a week?

Family members (initials)

Play a sport, such as basketball, baseball, or soccer?

Physical work, such as gardening?

raking or lawn mowing?

house cleaning?

Aerobic activities, such as biking?

roller bladeing?

dancing?

running or jogging?

walking?

skipping rope?

swimming?

Strength activities such as weight lifting?

Flexibility exercises such as bending and stretching, sit-ups, or knee bends?

Total your check marks:

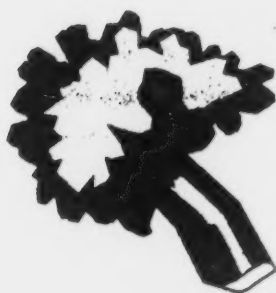
Family members who scored 0 points: You're a "couch potato." Set a physical activity goal and do it for at least a week. If you enjoy it, make it part of your regular routine. If you did not enjoy it, choose another activity and try again.

Family members who scored 1-3 points: You're a "mover." Keep up the good work. Try to do 30 minutes or more of moderate physical activity on most days of the week.

Family members who scored more than 4 points: You're a "mover and a shaker!" Excellent! Keep it up! Make sure you do different activities for variety.

Tips To Be Tops

Help your family to make food choices for a healthy diet by following these tips:



- **Fuel up on fruit**—eat a fruit for a snack or with a meal. Try orange smiles (slices) or a fruit kabob (cubes of fruit on a toothpick) or 100% fruit juice.
- **Vary your vegetables**—bite on beans and broccoli; crunch on carrots, corn, and cauliflower.
- **Get plenty of grains**—eat spaghetti, rice, cereal, bagels, breads, or other grains for power.
- **Blast off with breakfast**—it doesn't have to be boring—feast on leftovers, peanut butter and bananas on toast—use your imagination.
- **Find the fat**—check out the food label to help you pick foods lower in fat.
- **Snack smart**—try a milk smoothie—blend lowfat milk or plain yogurt with mashed fruit or fruit juice—that's smart yet satisfying!
- **Try new tastes**—try a new vegetable like jicama (pronounced: hi-cah-ma); taste kiwi fruit, yogurt, pita bread, dried apricots, whole-wheat pasta, turkey sausage...

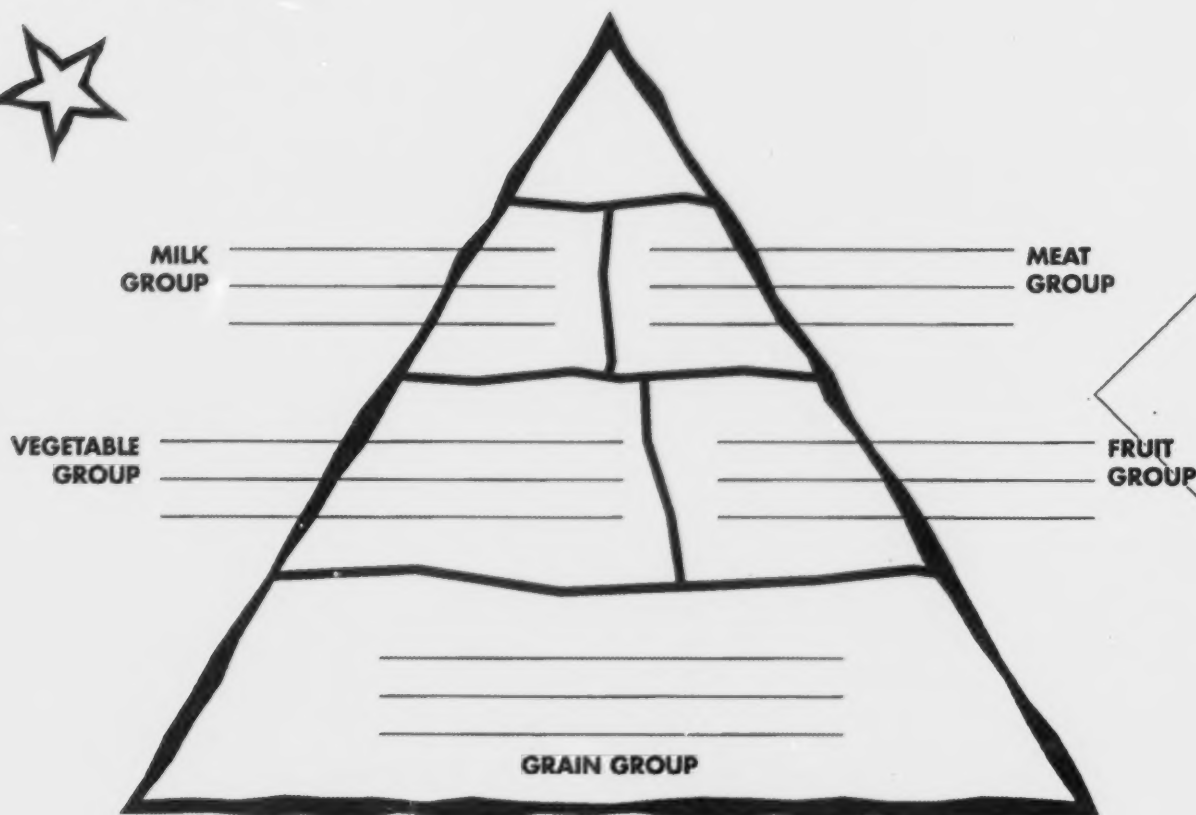
FAMILY ACTIVITY 1: Work together as a family and select a tip from above to try for a week. Write the tip on a piece of paper and put on refrigerator door as a reminder. Add a second tip and continue adding tips and make them habits.

FAMILY ACTIVITY 2: Have each member of your family add up separately the fruits and vegetables he or she ate today. If any of you ate less than 5...strive for 5 tomorrow. If anyone ate 5, excellent...keep up the good work!

Pyramid Place Restaurant



Check out a restaurant menu for "Pyramid Picks." Find three items on the menu for each of the five major Food Guide Pyramid food groups and list them on the Pyramid picture below:



Did you find three menu items for each food group above? If not, think of foods to add to the menu which would expand the variety of the menu items and make suggestions to the restaurant manager.

CHALLENGE 1: If you don't know the ingredients in a menu item, ask one of the people working at the restaurant how the item is made, or ask for an ingredients sheet.

CHALLENGE 2: Order a vegetable or grain food that you've never eaten before...enjoy.



How to Use the Daily Food Guide

WHAT COUNTS AS ONE SERVING?

Breads, Cereals, Rice, and Pasta

- 1 slice of bread
- ½ cup of cooked rice or pasta
- ½ cup of cooked cereal
- 1 ounce of ready-to-eat cereal

Vegetables

- ½ cup of chopped raw or cooked vegetables
- 1 cup of leafy raw vegetables

Fruits

- 1 piece of fruit or melon wedge
- ¾ cup of juice
- ½ cup of canned fruit
- ¼ cup of dried fruit

Milk, Yogurt, and Cheese

- 1 cup of milk or yogurt
- 1½ to 2 ounces of cheese

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

- 2½ to 3 ounces of cooked lean meat, poultry, or fish
- Count ½ cup of cooked beans, or 1 egg, or 2 tablespoons of peanut butter as 1 ounce of lean meat (about ½ serving)

Fats, Oils, and Sweets

LIMIT CALORIES FROM THESE especially if you need to lose weight

The amount you eat may be more than one serving. For example, a dinner portion of spaghetti would count as two or three servings of pasta.

HOW MANY SERVINGS DO YOU NEED EACH DAY?

Calorie level*	Women & some older adults	Children, teen girls, active women, most men	Teen boys & active men
	about 1,600	about 2,200	about 2,800
Bread group	6	9	11
Vegetable group	3	4	5
Fruit group	2	3	4
Milk group	2-3**	2-3**	2-3**
Meat group	2, for a total of 5 ounces	2, for a total of 6 ounces	3, for a total of 7 ounces

*These are the calorie levels if you choose lowfat, lean foods from the 5 major food groups and use foods from the fats, oils, and sweets group sparingly.

**Women who are pregnant or breastfeeding, teenagers, and young adults to age 24 need 3 servings.

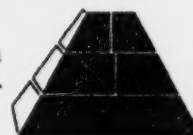
A Closer Look at Fat and Added Sugars

The small tip of the Pyramid shows fats, oils, and sweets.



These are foods such as salad dressings, cream, butter, margarine, sugars, soft drinks, candies, and sweet desserts. Alcoholic beverages are also part of this group. These foods provide calories but few vitamins and minerals. Most people should go easy on foods from this group.

Some fat or sugar symbols are shown in the other food groups. That's to remind you that some foods in these groups can also be high in fat and added sugars, such as cheese or ice cream from the milk group, or french fries from the vegetable group. When choosing foods for a healthful diet, consider the fat and added sugars in your choices from all the food groups, not just fats, oils, and sweets from the Pyramid tip.



Grain, Fruit, and Veggie Challenge

Almost everyone should have at least 6 servings from the Grain Group, 2 servings from the Fruit Group, and 3 servings from the Vegetable Group each day. Use this month of days to track how you and your family are doing eating grains, fruits, and vegetables. *The person who comes closest to meeting the goal of eating 6 grain foods, 2 fruits, and 3 vegetables each day plus points for trying Bonus Foods wins the challenge! This calendar is for _____ (name)*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Grains Δ Δ Δ Δ Δ Δ Fruits Δ Δ Veggies Δ Δ Δ Bonus Δ Total _____	Grains Δ Δ Δ Δ Δ Δ Fruits Δ Δ Veggies Δ Δ Δ Bonus Δ Total _____	Grains Δ Δ Δ Δ Δ Δ Fruits Δ Δ Veggies Δ Δ Δ Bonus Δ Total _____	Grains Δ Δ Δ Δ Δ Δ Fruits Δ Δ Veggies Δ Δ Δ Bonus Δ Total _____	Grains Δ Δ Δ Δ Δ Δ Fruits Δ Δ Veggies Δ Δ Δ Bonus Δ Total _____	Grains Δ Δ Δ Δ Δ Δ Fruits Δ Δ Veggies Δ Δ Δ Bonus Δ Total _____	Grains Δ Δ Δ Δ Δ Δ Fruits Δ Δ Veggies Δ Δ Δ Bonus Δ Total _____
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Color one Δ for each serving of grain product, fruit, and vegetable that you eat each day (one point each for a possible total of 11). If the "bonus food" is eaten, give yourself an extra 3 points! Possible grand total for each day = 14 points.

GRAIN, FRUIT, AND VEGGIE CHALLENGE

What counts as one serving?

Use these examples of servings sizes when marking the calendar on the other side:

Breads, Cereals, Rice, and Pasta Group (Eat at least 6 servings from this group each day)

1 serving =

1 slice of bread
 $\frac{1}{2}$ hamburger or hot dog bun
 2 taco shells
 1 7-inch flour or corn tortilla

1 ounce ready-to-eat cereal
 $\frac{1}{2}$ cup of cooked cereal
 $\frac{1}{2}$ cup of cooked rice or pasta
 5 to 6 small crackers

Fruit Group (Eat at least 2 servings each day)

1 serving =

a whole fruit (medium apple,
 banana, orange, or peach)
 grapefruit half
 $\frac{1}{4}$ of a medium cantaloup

$\frac{1}{4}$ cup 100% fruit juice
 $\frac{1}{2}$ cup berries, cherries, or grapes
 $\frac{1}{2}$ cup chopped, cooked, or canned fruit
 $\frac{1}{4}$ cup dried fruit

Vegetable Group (Eat at least 3 servings each day)

1 serving =

1 cup leafy raw vegetable, such as
 lettuce or spinach
 $\frac{1}{2}$ cup cooked vegetables
 $\frac{1}{2}$ cup chopped raw vegetables

$\frac{1}{4}$ cup vegetable juice
 $\frac{1}{2}$ cup tomato or spaghetti sauce
 $\frac{1}{2}$ cup cooked dry beans
 7 to 8 carrot or celery sticks

BONUS FOOD: Earn 3 bonus points each day by eating the food assigned to that calendar day.

For example, on the first day of the month try corn, the second day try green beans, and so on for each day of the month. Canned, frozen, or fresh foods are fine.

Day	Day	Day
1 Corn	12 Pineapple	23 Papaya
2 Green beans	13 Bagel	24 Collard greens
3 Kiwi	14 Zucchini	25 Banana
4 Cantaloup	15 Yam	26 Grapes
5 Whole-wheat bread	16 Kidney beans or lentils	27 Celery
6 Beets	17 Cucumber	28 Tortilla
7 Orange	18 Black-eyed peas	29 Alfalfa sprouts
8 Tomato	19 Brown rice	30 Bell pepper
9 Spinach	20 Brussels sprouts	31 Lima beans
10 Okra	21 Apple	
11 Whole-wheat pita bread	22 Carrot	

The person who comes closest to meeting the goal of 6 grain foods, 2 fruits, and 3 vegetables each day, plus extra points for trying Bonus Foods, wins the challenge!

Supermarket Sleuth

Your local grocery store provides you a wide variety of foods from which to select... different colors, different packages, choices of fresh, frozen, store-prepared, and canned foods...just to name a few. Become a "supermarket sleuth" and use the food label to help you make food choices for a healthy diet.

DIRECTIONS:

Together with your child, go to the grocery store and read the Nutrition Facts Labels and ingredient lists to answer the following questions:

What is your favorite cereal? (adult) _____
(child) _____

Look at the Nutrition Facts Label on the box to answer these questions:

What is the size of a serving of cereal? (adult's favorite) _____
(child's favorite) _____

What is the %Daily Value for dietary fiber in a serving? (adult's favorite) _____
(child's favorite) _____

Read the ingredient list further down the Nutrition Facts Label to answer these questions:

What are the first three ingredients of the adult's favorite cereal? _____

What are the first three ingredients of the child's favorite cereal? _____

FACT: Ingredients are listed in order by weight—from greatest to least. For example, a cereal listing rice first, means the cereal has more rice than any other ingredient. If sugar is listed in the first three ingredients, the cereal is probably high in sugar.

FAMILY ACTIVITY: As a family, try a cereal that has a higher %Daily Value for fiber and lower amount of sugars than what you are already eating. You'll add variety to your food choices as well as new tastes.

Cabinet Check

Reading Nutrition Facts Labels can help you choose foods for a healthy diet. Check out the %Daily Value (%DV) column. The %DV shows how much of a nutrient in one serving contributes to your overall day's diet. For example, if a serving of a food has a 45%DV for total fat, that means you have used up almost half of your daily fat intake. The %DV can help you determine quickly and easily if a food product is high or low in a nutrient. It is wise to choose foods with a **low** number for the %DV for fat, saturated fat, cholesterol, and sodium and a **higher** number for the %DV for fiber, vitamin A, vitamin C, calcium, and iron. Along with your child, take a few minutes to compare the two labels below. Which one has more fiber?

Nutrition Facts			
Serving Size 1/2 cup (114g)			
Servings Per Container 4			
Amount Per Serving			
Calories 90		Calories from Fat 30	
		% Daily Value*	
Total Fat	3g		5%
Saturated Fat	0g		0%
Cholesterol	0mg		0%
Sodium	300mg		13%
Total Carbohydrate	13g		4%
Dietary Fiber	5g		20%
Sugars	3g		
Protein	3g		
Vitamin A	80%	* Vitamin C	60%
Calcium	4%	Iron	4%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9 • Carbohydrate 4 • Protein 4			

Nutrition Facts			
Serving Size 1/2 cup (114g)			
Servings Per Container 4			
Amount Per Serving			
Calories 90		Calories from Fat 30	
% Daily Value*			
Total Fat	3g		5%
Saturated Fat	0g		0%
Cholesterol	0mg		0%
Sodium	300mg		13%
Total Carbohydrate	13g		4%
Dietary Fiber	3g		12%
Sugars	3g		
Protein	3g		
Vitamin A	80%	Vitamin C	60%
Calcium	4%	Iron	4%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9 • Carbohydrate 4 • Protein 4			

Now look at the Nutrition Facts Labels in your own cabinets and answer the following questions:

Cookies: Compare the %DV for total fat for two different types of cookies. Which cookie has less total fat? _____

How many of the lower fat cookies count as a serving? _____

How many cookies do you usually eat as a serving? _____

If you eat two servings, what is the %DV for total fat that you have eaten? _____

Cereals: Compare the %Daily Value for dietary fiber for two different cereals. Which cereal has more fiber (higher %DV)? _____

Vegetables: Compare the %Daily Value for vitamin A in canned or frozen vegetables. What vegetables are good sources of vitamin A (10%DV or higher, for vitamin A)? _____

Milk and Juice: Compare the %Daily Value for vitamin C in milk and orange juice. Which has the higher %DV? _____

Compare the %Daily Value for calcium in milk and orange juice. Which has the higher %DV? _____

FAMILY ACTIVITY: On your next food shopping trip, use the Nutrition Facts Label to help you choose one new product that is lower in fat, cholesterol, or sodium *and* higher in fiber, vitamin A, vitamin C, calcium, or iron.

Sense-able Scavenger Hunt

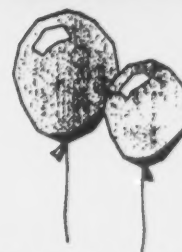
You are a detective on special assignment. Your mission is to find as many foods, as you can, that fit in the boxes below.

Draw or write the name of the food in the boxes. Some foods may even fit into more than one box. For example, kiwi is brown on the outside but green inside, so it could go in two different boxes. Circle the foods you have tried before. Your next detective assignment is to taste some of the foods you have not eaten before.

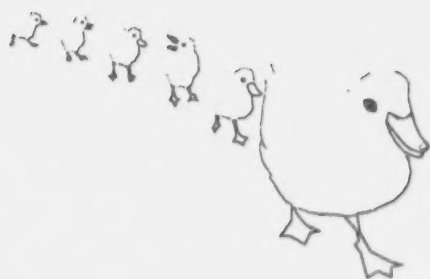
Crunchy Foods	Brown Foods
Cold Foods	Good Smelling Foods
Soft Foods	Green Foods
Salty Foods	Sweet Foods

FAMILY ACTIVITY: Think about your five senses, and plan and prepare a "sense-able" meal. See if family members can identify the senses they are using to enjoy the foods.

Family Taste Celebration



Many families use special foods for family gatherings and celebrations big and small. Take a few minutes to think about the special foods you prepare.



Encourage your child to explore his/her food heritage. Often, foods that were prepared as every day foods many years ago have become today's celebration foods. For example, great grandmom's crumb cake which she made every week...you may make once a year as part of a holiday breakfast. Or the homemade ravioli that was made weekly, has been replaced by the store-bought variety. Suggest that your child talk to older family members about the foods they or their grandparents ate when they were younger. Here are a few questions to get them started:

- ♦ What countries did our relatives come from? _____

- ♦ What recipes or foods did you eat when you were younger, that can be traced back to these countries? _____

- ♦ Do you have any recipes that have been handed down from generation to generation? _____

FAMILY ACTIVITY 1:

Purchase the ingredients for one special family recipe. Have your child learn how to make the recipe by observing and helping an adult who knows how to prepare the item.

FAMILY ACTIVITY 2:

Read with your children such food-related books as the following: *Tony's Bread* or *Watch Out for Chicken Feet in Your Soup*, both by Tomie dePaola, or have your child create a story about a special family recipe.

Discuss with your child what was discovered about his/her family food heritage. Discuss the family recipes and make a shopping list for one of these recipes. Have your child track down the ingredients when you go to the grocery store. Together with your child, prepare the recipe and enjoy a celebration of family history.

Salad Bowl

The foods and recipes contributed by the many ethnic groups making up the United States population are what make the foods we eat so wonderful. It is interesting to learn how many of the fruits and vegetables eaten by different ethnic groups are eaten by your family.

Using a colored pencil, circle the foods your family now eats from the list below.

ASIAN

Fruits:

apple
banana
carambola
Chinese banana
Chinese pear
dates
fig
fruit juices
grape
guava
kumquat
kitchi
lime
loquat
lychee
mango
orange
papaya
passion fruit
persimmon
pineapple
pomelo
pomegranate
plum
tangerine
watermelon

Vegetables:

bamboo shoots
bean sprouts
bitter melon
bok choy

broccoli

celery
cucumber
daikon
eggplant
fuzzy melon
ginger
leek
mushroom
mustard greens
napa cabbage
onion
potato
snow peas
spinach
squash
taro
tomato
turnip
water chestnut
winter melon
yam

AFRICAN-AMERICAN

Fruits:

apple
banana
berries
fruit juices
peach
watermelon

Vegetables:

beets
broccoli
cabbage
chard
collard greens
corn
garlic
green beans
green pepper
hominy
hot pepper
kale
mustard greens
okra
onion
potato
spinach
squash
sweet potato
tomato
yam

LATINO

Fruits:

apple
avocado
banana
canned fruit
cherimoya
coconut
guava
lemon
lime

mango

melon
orange
papaya
passion fruit
pineapple
strawberry
sugar cane
zapote

Vegetables:

agave
avocado
cabbage
cactus leaves
carrot
cassava
chilies
corn
jicama
onion
peas
potato
squash
squash blossoms
sweet potato
tomatillo
tomato
turnip

NATIVE AMERICAN

Fruits:

blackberry

blueberry

canned fruit
chokeberry
crab apple
cranberry
currants
elderberry
grapes
ground cherry
huckleberry
musk melon
peach
persimmon
raspberry
salmon berry
strawberry
watermelon
wild plum
wild rhubarb

Vegetables:

bitter root
cactus leaves
corn
Jerusalem artichoke
kelp
miners lettuce
mushroom
pumpkin
turnip
wild carrot
wild celery
wild potato

FAMILY ACTIVITY: Choose a food that you are not familiar with from the list, circle the name with a pencil. Purchase the food, prepare, and eat it. Select a new food item to try each week. Adding new fruits and vegetables will expand the variety of foods your family eats.

A Recipe for Fun

BREAD IN A BAG (4)

Materials needed:

- A heavy-duty zipper lock freezer bag (1 gallon size)
- Cookie sheet
- Measuring spoons
- 13-inch x 9-inch baking pan
- Measuring cup
- Pastry towel or cloth
- 8½-inch x 4½-inch glass loaf pan



Ingredients:

- 2 cups all-purpose flour
- 1 teaspoon salt
- 1 package rapid rise yeast
- 1 cup hot water (125° F)
- 3 tablespoons sugar
- 3 tablespoons vegetable oil
- 3 tablespoons nonfat dry milk
- 1 cup whole-wheat flour

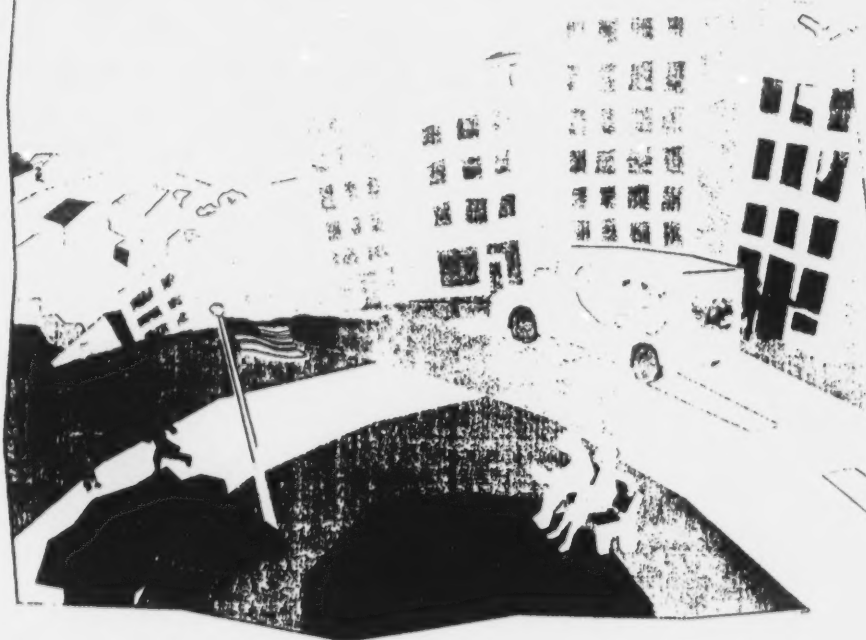


1. Combine one cup all-purpose flour, yeast, sugar, dry milk, and salt in a freezer bag. Squeeze upper part of the bag to force out air and then seal the bag.
2. Shake and work the bag with fingers to blend the ingredients.
3. Add hot water and oil to the dry ingredients in the bag. Reseal the bag and mix by working with fingers.
4. Add whole-wheat flour. Reseal the bag and mix ingredients thoroughly.
5. Gradually add remaining cup of all-purpose flour to the bag. Reseal and work with fingers until the dough becomes stiff and pulls away from sides of the bag.
6. Take dough out of the bag, and place on floured surface.
7. Knead dough 2 to 4 minutes, until smooth and elastic.
8. Cover dough with a moist cloth or pastry towel; let dough stand for 10 minutes.
9. Roll dough to 12-inch x 7-inch rectangle. Roll up from narrow end. Pinch edges and ends to seal.
10. Place dough in a greased glass loaf pan; cover with a moist cloth or pastry towel.
11. Place baking pan on the counter; half fill with boiling water. Place cookie sheet over the baking pan and place loaf pan on top of the cookie sheet; let dough rise 20 minutes or until dough doubles in size.
12. Preheat oven, 375° F, while dough is rising (about 15 minutes).
13. Place loaf pan in oven and bake at 375° F for 25 minutes or until baked through.

FAMILY ACTIVITY: For several weeks, as part of your weekly food shopping trips, try a bread eaten in a different country of the world, such as, pita bread from the Middle East, lavash from Russia, chapatis from India and East Africa, English muffin from Great Britain, rye bread from Sweden, and bread sticks from Italy.



Community Activities



Introduction to the

Community Activities

In this section, there are six activity planners which include step-by-step directions to enable you to develop fun and successful community-wide nutrition education activities. They are designed to raise awareness and encourage the participants to make food choices for a healthy diet. The directions may be listed week by week, committee by committee, or task by task, based on the type of activity described. Once you decide which activity to do, read the entire plan thoroughly and design your activity based on the local needs and resources of your community.

Use the following activity planners as sample action plans to coordinate the following local community activities:

- ♦ **Project Green Thumb**—grow a community garden.
- ♦ **Community Sharing: Gleaning**—gather produce after the harvest.
- ♦ **Walkin' the Walk**—participate in a 5-mile walk-a-thon.
- ♦ **Food Guide Pyramid Food Drive**—collect non-perishable food items.
- ♦ **Food and Field Olympics**—play food, fun and fitness games.
- ♦ **Passport to the Fabulous World of Food**—participate in a Great Nutrition Adventure!

Project Green Thumb

Grab a hoe or a shovel and let's go start a garden! A great location may be right in a local Team Nutrition school yard—explain the project to the principal and ask his/her permission to use a portion of the school grounds. You may even want to work with the school food service personnel to use products from the garden in a special school lunch, school-wide salad, or food festival.



Use the following information checklist to start a Team Nutrition garden at a local school or local community garden plot:

Materials Needed:



- Planting, growing, and harvesting tools
- Seeds, seedlings, and organic material, such as compost, manure, or peat moss
- Long-handled shovels, hoes, rakes, garden spades, and three-pronged hand cultivators
- Scissors, knives, and containers (baskets, bowls, or cardboard boxes)

WHAT TO DO:

To Join a Community Garden:

- ☐ Call a local Cooperative Extension Service office, listed under county or state government, to find locations of nearby existing community gardens.

Pick a Spot:

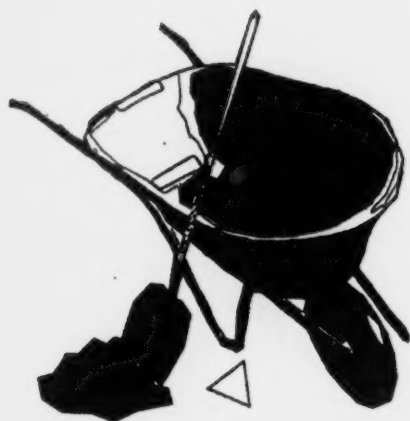
- ☐ Make sure the vegetable garden gets at least **six hours of sunshine** a day—otherwise the seeds produce plants and leaves and not much food. If the plot chosen doesn't have enough sunshine, try growing vegetables that have leaves such as lettuce. Or try vegetables such as carrots, parsley, chives, or zucchini which need only 4 to 5 hours of daily sun. Keep drainage in mind—a garden needs to drain well, so try to avoid the low spot where puddles form.

How Big Does the Garden Grow?

- ☐ A big harvest can be gotten from a garden that is only four feet by four feet. You probably don't want a garden bigger than 10 feet by 10 feet unless you don't mind the work!

Plan Your Garden:

- ☐ Point North. Find the north side of the plot, because that's where the tall plants should go, so they don't shade shorter ones. Stand facing the sunset, **north is the direction to the right**. Plants are grown in rows, so the garden will be a square or rectangle.



Decide What to Plant:

- ☐ Think about what vegetables to grow and decide on the number of plants needed. Involve the children in this part of the planning process.

Design the Site:

- ☐ Draw a picture of the garden and plan out what plants will grow in which rows. Figure how far apart the rows should be. Find out how wide the plants will get, add the two widths together and divide by 2. That's how far apart the rows should be. This will make it easier on planting day.

Once the Garden is Designed — Then What?

GET READY!!!!

Test the Soil:

- ☐ If the soil has not been tested, conduct a soil test. Call a local Cooperative Extension Service office, listed under county or state government, for the name and location of a laboratory to do testing for lead content and soil pH.

What does a soil test tell? A soil test tells two things: (a) lead level of the soil; and (b) whether the soil is *acid* (sour), *alkaline* (sweet), or *neutral* (neither sour nor sweet). Lead is a poison and if it gets into the plants, it will get into the food. Plants will not grow well in soil that is either too acid or too alkaline.

Get the Tools:

- ☐ Long-handled shovels, gardening spades, spading forks, hoes, and rakes are all excellent tools for beginning a garden. To care for the garden, use hand tools such as 3-pronged hand cultivators, hose and nozzle, and/or watering cans. If the group doesn't have their own garden tools, find someone who has what is needed and ask to borrow the tools. Or check "yard sales" to buy used tools.

GET SET!!!!

Prepare the Soil:

- ☐ Once the soil is dry enough, dig it and loosen it. Involve children and youth in the process of preparing the soil.
- ☐ Remove grass and weeds (roots and all). Take the time to do this well.

☐ Dig the soil as deep as the blade of the spade and turn the soil. Or, find someone to till the soil with a rototiller.

☐ If the soil test showed the soil to be too acid, add limestone (lime); if the soil is too alkaline, add ground agricultural sulfur. Sprinkle either lime or sulfur evenly over the garden soil.

☐ Add organic material such as compost, manure, or peat moss. This helps feed the plants and enriches the soil. Spread evenly on top of the turned soil in a layer no deeper than 3 inches.

☐ Blend everything using a spading fork, until the soil is so soft that planting can be done with the hands.

☐ Rake the soil until the soil is smooth and level, with no hills or holes. This will allow the water to seep down to the roots.

GO!!!!

Ready to Plant:

Children will enjoy accompanying adults on a trip to purchase seeds or seedlings (also called transplants) for the vegetables you intend to plant. Some plants do better if you start with seedlings rather than seeds. Seedlings are the fastest way to grow plants, and the easiest.

☐ To identify what you have planted, buy or make stakes, and write the names of the plants on the stakes with a waterproof marker. Save the stakes for later use.

☐ Here is another place that children and youth can help.

If seeds are planted: make a shallow straight line (furrow) in the soil with a finger.

☐ Put the seeds in the furrow about half an inch apart or as suggested on the seed packaging.

☐ When the seeds are in the furrow, squeeze the furrow closed with thumb and finger.

☐ Water the soil right after the seeds are planted—water the plants so that the water comes out like a shower.

☐ Place the marker stakes in the soil at one end of the row to identify what has been planted.

☐ If another kind of plant is planted, check the distance between the rows following your design.



Harvest Time:

Tools for picking the harvest:

- Scissors or knife
- Baskets, bowls, or cardboard boxes

As the vegetables are picked, place them carefully into containers. Put the heavier ones on the bottom so they don't damage lighter vegetables.

☐ **If seedlings are planted:** In each row, mark the spot where the plants should go, by poking a hole in the soil using a finger or the end of a pole. Do the entire row at one time.

☐ Set each plant in the soil so that it isn't too high or too low but just above the root ball. Cover the root ball with soil and press the soil gently so there are no empty spaces near the roots.

☐ Feed the seedlings with a mixture of fertilizer and water. Water each plant once, let the water soak in, and water a second time. Depending on what plants are grown, this feeding may need to be done every two to three weeks. Check with a county Extension agent about how often to fertilize.

WORKING IN THE GARDEN:

Visit the garden daily—check if the garden needs watering, weeding, feeding, and thinning. Make sure to bring the proper tools. Take the children and youth to the garden and have them help care for the plants. Two hours is plenty of time for them to work in the garden at any one time. Children and youth can do weeding, thinning, and harvesting of crops.

Community Sharing: Gleaning

This activity brings together farmers, gardeners, youth, and volunteers in a community-wide event to glean, fruits or vegetables left in fields, gardens, and orchards after the harvest. It is an opportunity to increase awareness about agriculture and food production, food rescue, hunger, and sharing.

Materials Needed:

- Containers for collecting food (e.g., sturdy wooden or plastic [five gallon] baskets or cardboard boxes)
- Harvesting tools (e.g., knives, scissors, hoes)
- Poster board or other sturdy paper and broad tip black pens
- Hammer and nails
- Garbage bags or containers (large size)
- Tables/benches
- Paper drinking cups (8 oz. size)
- Containers of water and hot or cold beverages

Optional:

- Portable toilets



*InfoNote:

Sources of this information are the local or regional library, county or area Extension office and food assistance programs.

WHAT TO DO: Advance Planning

Task 1.

- ☐ Establish a committee to plan and coordinate the activity; identify a member of the committee as committee chair or coordinator.

Task 2.

- ☐ Develop a plan for carrying out for the activity. Use the Community Activity Planning Checklist to help identify the major functions to include in the plan. Determine the scope of the activity so that recruitment and promotion efforts match the likely amount of gleaning to be done.

Task 3.

- ☐ Obtain a copy of a summary of state or federal "good Samaritan laws"* to give to farmers and gardeners who will be asked to participate in the gleaning activity.

Task 4.

- ☐ Identify local farmers and gardeners whose farm products can be gleaned. Make a list of these individuals, including their addresses and telephone numbers. Contact them and invite their participation in the activity. As needed, discuss the activity, describe the kind of training to be provided for the volunteer gleaners, and discuss the benefits of the activity for themselves and the community. Obtain their written permission to have their fields, gardens, groves, or orchards gleaned. Ask that they sign a standard release form. Give farmers and gardeners copies of the summary of applicable "good Samaritan laws."

Task 5.

- ☐ Make a list of the farmers and gardeners who agree to participate in this activity.

Task 6.

- ☐ Establish date(s) for gleaning activity.

Task 7.

- ☐ Contact food banks, shelters for the homeless, or other local facilities to obtain acceptance of donation of fresh produce, and to schedule delivery (site and time).

Task 8.

- ☐ Contact local businesses and civic groups and request their involvement with the activity such as providing assistance with transporting the produce to food banks, providing harvesting tools, portable toilets, refreshments, etc. Obtain a written commitment.

Task 9.

- ☐ Begin advertising the gleaning activity: prepare and distribute flyers, radio announcements, and/or press releases for announcing and promoting the gleaning activity to the community. Include dates, times, and locations as well as the date and time for the "training session" with the farmer. Where necessary, translate the promotional materials into the languages of local ethnic groups to expand the outreach.

Task 10.

- ☐ Alert local civic groups, organizations representing local ethnic groups, and the religious community about the gleaning activity.

Task 11.

- ☐ Contact local Team Nutrition schools or the county Extension office to recruit youth in grades 3-5 and 4-Hers as gleaners as well as assistants to help with all aspects of the activity.

WHAT TO DO: One Week before Activity

Task 12.

- ☐ Prepare directions to the farms/gardens/groves/orchards. Prepare tip sheets about correct clothing to be worn while gleaning (i.e., comfort, safety, and protection), safe hand-harvesting techniques, and the kind of harvesting tools needed.

InfoNote:

Include telephone number where interested individuals can call for additional information about the activity. Keep a record of individuals who respond to recruitment efforts.

Task 13.

☐ Farmers participate in "training session" where volunteer gleaners learn more about the activity and the correct way to harvest by hand. Distribute tip sheets on clothing, harvesting tools, and directions to gleaning site at this meeting. Discuss such issues as transportation (e.g., the availability of car pools or buses) and contingency plans (e.g., what to do in case of bad weather or other unforeseen problem). Obtain signature of volunteer gleaners on a standard release form.

Task 14.

☐ Check with food banks, etc., to make sure that they will still accept the food to be gleaned. Confirm delivery sites and times.

WHAT TO DO: Day before Activity**Task 15.**

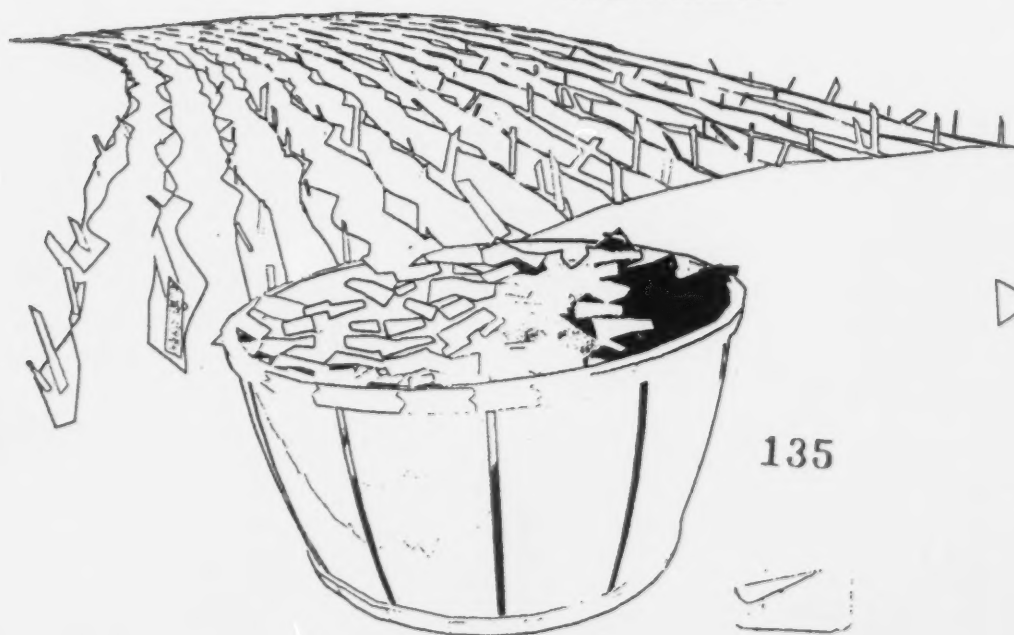
☐ Mark areas at the gleaning site where volunteers may park.

Task 16.

☐ Prepare and put up signs showing the central meeting spot and directions to gleaning site.

Task 17.

☐ Have youth assist in the setup of collecting and rest areas:
(a) tables where volunteers get containers for collecting food;
(b) main deposit area for gleaned food; and
(c) tables/benches where volunteers obtain water/beverages and take rest breaks.



WHAT TO DO: Day of the Activity

Task 18.

- ☐ Provide cold water and/or other hot or cold beverage and drinking cups.

Task 19.

- ☐ Ask gleaners to assemble at a central place at the farm/garden. Welcome the gleaners. The owner of the field and the activity coordinator are good choices to handle this. Review safety/protection/comfort information. Distribute the containers and harvesting tools.

Task 20.

- ☐ Involve the media — conduct interviews with volunteer gleaners, farmers, and children. Photograph the volunteers as they pick the produce.

Task 21.

- ☐ Have youth help ready the gleaned produce for distribution to the food banks, etc. Encourage volunteer gleaners to take some of the gleaned produce home for their own use.

Task 22.

- ☐ Load the produce onto vehicles for transporting to the food banks, etc. Send the delivery trucks on their way!

Task 23.

- ☐ Ask volunteers to assist with cleaning up. Close the gleaning activity by thanking the volunteers and field owners.

**THINGS TO CONSIDER/POINTS TO REMEMBER:**

- ◆ Try to keep the activity to a size that is manageable. Should a large number of volunteers be expected, consider dividing the volunteers into two or three smaller groups and setting a block of time for each to glean the fields. Or use two days to conduct the activity.
- ◆ The time of year will be a factor in the type and temperature of beverages available for volunteers at the gleaning site.
- ◆ If volunteers are instructed to bring their own tools and water, the need for these items to be provided by the Committee and sponsoring groups decreases or is eliminated. Be aware, however, that the "bring your own" approach may decrease the number of volunteers that participate.
- ◆ Appoint several individuals to serve as stewards who assist volunteers to harvest produce correctly.
- ◆ The individuals who actually participate in the gleaning activity may represent a core group from which volunteers for future gleaning activities can be obtained. Some may want to assist with the planning and implementation of a gleaning activity.

SUGGESTED FOLLOW-THROUGH ACTIVITIES:

- ◆ Send community gleaning day photographs to local newspapers.
- ◆ Make telephone calls or send thank you letters and certificates of appreciation to farmers/gardeners, gleaners, individuals who delivered food, committee members, etc., for their participation in the activity.
- ◆ Contact food banks, etc., to learn how food was used. Ask if they would participate in future community gleaning efforts.
- ◆ Convene discussion sessions on topics related to hunger and food needs in the community. The discussions could be "kitchen-table," "den," "backyard," or "Sunday school" events with neighbors, family and friends, or colleagues.
- ◆ Contact volunteers to obtain their suggestions for improving the community gleaning effort. Ask if they would participate in a future gleaning activity, and how they used any produce they received.
- ◆ Help farmers and gardeners share their experience with county and state legislators and leaders from the religious, civic and service communities.

Walkin' the Walk

Put on your walking shoes and come along and join the fun... a 5-mile walk through your neighborhood community!!!

Materials Needed:

- Tables
- Chairs
- Large water dispensers
- Paper cups
- Decorations
- Balloons
- Registration forms
- Pencils or pens
- Cash box
- Petty cash
- First aid kit
- Large outdoor umbrellas
- Signs to mark the route
- Trash bags



WHAT TO DO: Advance Planning

Task 1.

- ☐ Establish a committee to plan and coordinate the 5-mile Walk-a-Thon; identify a member of the committee as chairperson or coordinator.

Task 2.

- ☐ Develop a plan implementing the Walk-a-Thon in the community. Use the Community Activity Planning Checklist to help identify the major functions to include in the plan and customize the Walk-a-Thon for your community.

Task 3.

- ☐ Decide on Walk-a-Thon route and obtain all necessary permits as required by the community. Here are some examples of route types:

- ♦ "out and back" type which allows people to see everyone else on the way back
- ♦ "loop" type which allows the participants to choose the distance by the loops completed
- ♦ "one big loop" type where the beginning is also the end of the route
- ♦ "straight line" type where the beginning and end are 5 miles apart

Task 4.

- ☐ Review community calendars to establish date for the Walk-a-Thon. Set time and date so that it conflicts with few other community-wide events.

Task 5.

- ☐ Contact local businesses, civic groups, and community agencies to become partners and/or sponsors.

Task 6.

- ☐ Invite local celebrity, educator, and outstanding student to serve as honorary chairs of the activity.

Task 7.

- ☐ Contact local radio, television, and newspapers to let them know about the Walk-a-Thon.

Task 8.

- ☐ Invite participation of youth (grades 3-5) and their parents by contacting local Team Nutrition schools or contacting the local county Extension office to involve youth. As needed, explain and describe the Walk-a-Thon and discuss the benefits of the activity for themselves and for the community.

Task 9.

- ☐ Invite participation of the youth and adult volunteers as "walkers" as well as adult volunteers to handle the support committee logistics on the day of the Walk-a-Thon, for example, registration, water stations, and route monitors.

Task 10.

- ☐ Review Materials Needed and make additions if necessary. Note what the Planning Committee can supply, what items need to be rented, which things can be donated from community businesses, and what needs to be purchased.

WHAT TO DO: Two Weeks Before Activity

Task 11.

- ☐ Have youth volunteers (grades 3-5) help prepare and distribute flyers, radio announcements, etc., for announcing and advertising the Walk-a-Thon in the local community. They can also create a design to mark Walk-a-Thon route which can be duplicated and put up along the 5-mile route the day of the activity.

Task 12.

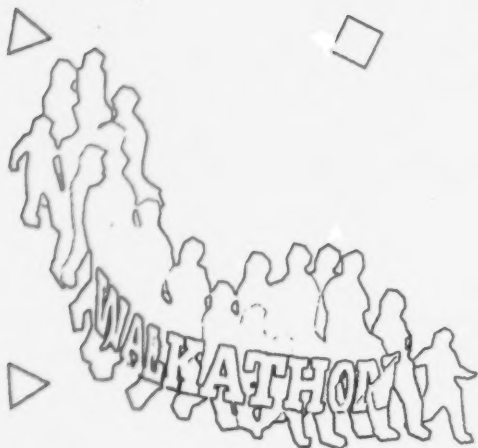
- ☐ Have adult volunteers sign-up for specific jobs, such as those mentioned in Task 9, for the day of the Walk-a-Thon.

Task 13.

- ☐ Encourage participation of youth and adults as "walkers" by telephoning schools, etc., contacted in Task 8 and remind them to advertise or "talk-up" the Walk-a-Thon.

Task 14.

- ☐ Make sure all supplies have been acquired. The paperwork should be completed for rented items.

**WHAT TO DO: Day before the Activity****Task 15.**

- ☐ Activate system to call adult volunteers to remind them of jobs at the Walk-a-Thon.

Task 16.

- ☐ Remind local media about the Walk-a-Thon.

WHAT TO DO: Day of the Activity**Task 17.**

- ☐ Set up route markers and tables, chairs, water dispensers, paper cups, and trash bags along the walk route and at the finish-line area.

Task 18.

- ☐ Set up registration tables and chairs and put up banner to designate the central registration/sign-in area. Put up decorations. Put registration forms, pens, and cash box on tables.

Task 19.

- ☐ Welcome the "walkers." The Walk-a-Thon Committee Chairperson and the celebrity guest are good choices to handle this. Include in the welcome a brief review of the walk route and the locations of water/rest stations.

Task 20.

- ☐ Assign adult volunteers to designated jobs, such as monitoring the walk route, etc.

Task 21.

- ☐ Participate in media interviews on local radio, TV, or newspapers.

Task 22.

- ☐ Youth and adult volunteers help with cleanup. Close the Walk-a-Thon by thanking all volunteers.

OPTIONAL ACTIVITY

Establish a neighborhood walking group. Get together with friends and set up a plan to walk every day or every other day for a mile or two. Build up the miles and keep up the walking for a healthier life style.

SAMPLE NOTICE

NAME OF EVENT: _____ Walk-a-Thon for Better Health
(name of community)

DATE/TIME: Day of week, Month, Day, Year
Registration: 8:30 am–10:00 am
Walk-a-Thon activity begins promptly at 10:00 am and will last until 2:00 pm.

PURPOSE:

- To promote participation in a lifetime of physical activity such as walking.
- To increase awareness of the relationships between nutrition, physical activity, and better health.
- To raise funds to support a local community food distribution to the needy project (optional).

LOGISTICS: The estimated time of the activity will be three and a half hours.
The walk route will be 5 miles, beginning at _____
Street and ending at _____ Street.

Estimated times to complete the 5-mile course:

"Strivers" — 1½ hours (walking 3.5 mph)
"Steppers" — 2 hours (walking 2.5 mph)
"Striders" — 2½ hours (walking 1.5 mph)
"Pacers" — 3¼ hours (walking 1.0 mph)

Participants will pay a registration fee and walk the designated course.

REGISTRATION: All walkers must register. The registration fees are \$5.00 for adults, and \$1.00 for children, youth and senior citizens (adults age 65 and over). Register the morning of the Walk-a-Thon.

Honorary Chairpersons: _____, On-Air Radio Personality
_____, High School Principal
_____, National Merit Scholar

SAMPLE: INDIVIDUAL PARTICIPANT REGISTRATION FORM

(name of community)

Walk-a-Thon for Better Health

TO REGISTER, COMPLETE THIS FORM and make check payable to:

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

TELEPHONE: (H) _____ (W) _____

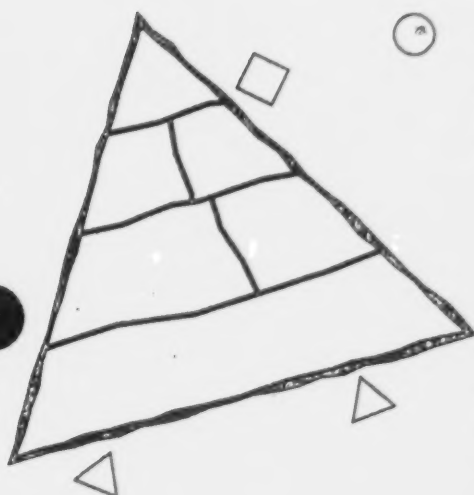
FAX: _____

Please (✓) Check One:

- ☐ \$5.00 Registration Fee
☐ \$1.00 Registration Fee (Senior 65+, children, youth, and students)

Food Guide Pyramid Food Drive

FOLLOW THE CROWD...encourage neighbors and friends to join in! The goal of this community-based activity is to fill grocery bags with non-perishable foods from each of the groups in the Food Guide Pyramid. The food bags are then donated to local food banks or similar food distribution facilities for distribution to people in need.



AT 6-4 WEEKS BEFORE FOOD DRIVE: Action Plan

Getting Started

☐ Establish a small committee to plan and coordinate the food drive. Select a chairperson and committee chairpersons for the following committees:

- ◆ Planning
- ◆ Promotion
- ◆ Collection and assembly
- ◆ Volunteer recruitment
- ◆ Decoration/Food

☐ Develop a plan for carrying out the food drive. Use the Community Activity Planning Checklist to help identify the major functions to include in the plan.

☐ Develop a list of local school district administrators, principals, and teachers (grades 3-5), including their addresses and telephone numbers. Be sure to include the local Team Nutrition schools. Contact them and invite their participation. As needed, discuss the activity, describe the activity, and discuss the benefits of the activity for themselves and the community. You may want to include local businesses in your list.

☐ Develop a one-page flyer describing the activity. Reproduce the flyer and food list for distribution. The food list is included in this kit.

AT 4 WEEKS: Action Plan**Followup**

- ☐ Mail flyer and food list to the mailing list contacts and ask for their participation.
- ☐ Contact local food banks or other food distribution facilities to obtain acceptance of the donation of non-perishable foods. Set tentative delivery date.
- ☐ Keep an ongoing record of schools, teachers, and businesses that are interested in helping with the food drive. (These would be in response to the flyer mailing, so use the mailing list for tracking responses.)
- ☐ Check community, school, and church calendars for "open" date(s) for the food drive. The food drive itself will run over a two-week period, the last day or two being devoted to the assembly and delivery of the food bags.
- ☐ Discuss plans for publicity.
- ☐ Contact schools, community recreational facilities, grocery stores, etc., for donated space for food collection sites.

AT 2 WEEKS: Action Plan

- ☐ Contact local businesses and civic groups and request their involvement, such as providing assistance with transporting the food to food banks. Obtain a written commitment.
- ☐ Design a flyer to advertise the food drive which includes the list of foods suitable for donation. (Could be a contest with one design being chosen by the planning committee.)

AT 1 WEEK BEFORE 2-WEEK FOOD DRIVE: Action Plan

- ☐ Check with food banks to confirm they still want the food donations, and make sure delivery date is OK. Get directions to the food banks as well as parking and unloading instructions.
- ☐ Schedule sessions to explain the food drive activity and review the Food Guide Pyramid concepts, etc., with youth participants. Handouts for adult volunteers are developed and distributed.

☐ Youth and adult volunteers commit to participate in the food drive by signing up for the following jobs:

- ◆ Distribution of flyer
- ◆ Bring in donated food
- ◆ Set up major collection site
- ◆ Assemble food bags
- ◆ Load food bags
- ◆ Deliver food bags
- ◆ Help with distribution of food

☐ Distribute food drive flyer throughout the community at supermarkets, places of worship, libraries, schools, etc.

DAY BEFORE 2-WEEK FOOD DRIVE: Action Plan

☐ Activate system to call volunteers to remind them that the food drive is beginning and that they have two weeks to collect food donations.

DURING THE 2-WEEK FOOD DRIVE: Action Plan

☐ Design the Food Guide Pyramid food collection site. Design would include floor lay-out as well as decorations. For example, tape could be put on floor in the outline of a triangle, and tables would be in each food group section for the food. Or, design a giant pyramid wall collage of empty packages of donated foods, and have food group labeled tables set up along the walls for the food.

DAY BEFORE FOOD ASSEMBLY DAY: Action Plan

- ☐ Prepare snacks and beverages for youth and adult volunteers.
- ☐ Set up registration/information tables at the entrance.
- ☐ Set up the Food Guide Pyramid food collection area
 - (a) main deposit area for receiving donated food;
 - (b) tables for holding foods separated into food groups;
 - (c) food bag assembly area;
 - (d) holding area for bagged food prior to loading into delivery vehicles; and
 - (e) tables and chairs where volunteers can relax.

InfoNote:

The first time doing this activity you may want to limit the collection/dropoff site to one location.

As you become more experienced, etc., you may want to expand to include several dropoff sites where donations could then be brought to a central location before taking to the food banks.

Or, you could have several Food Guide Pyramid food drive collection sites where bag assembly and delivery to food banks could occur.

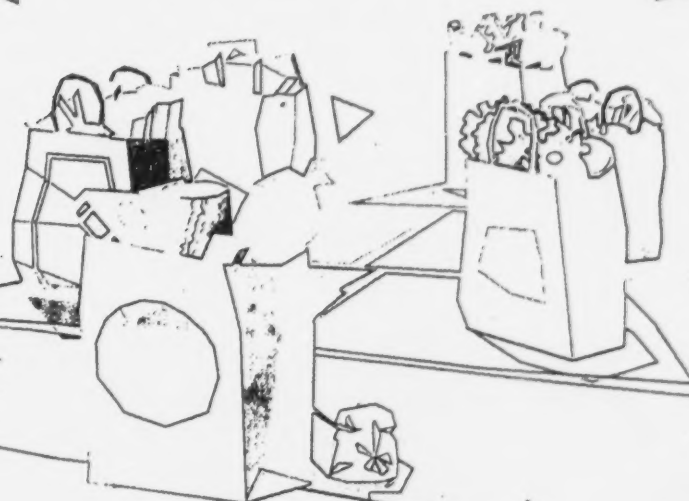
- ☐ Place empty food bags on assembly table.
- ☐ Mark area in front of collection site for "dropoff" parking while delivering collected food items.
- ☐ Put up poster or banner at the entrance to advertise the food drive.

ASSEMBLY DAY: Action Plan

- ☐ Welcome the volunteers who are there to receive the donated food, and get it ready for delivery to the food banks.
- ☐ Review traffic control procedures with the traffic person, so things run smoothly during food dropoff.
- ☐ Greet food donors at the entrance and explain that they are to deposit food on the main receiving table.
- ☐ Volunteer youth and adults separate the food into the food groups, and place on the appropriate food group tables.
- ☐ Assemble food bags according to suggestions from the food bank.
- ☐ Load the food bags and any extra food items into the vehicles for transporting to the food bank. Call the food bank and let them know estimated arrival time.

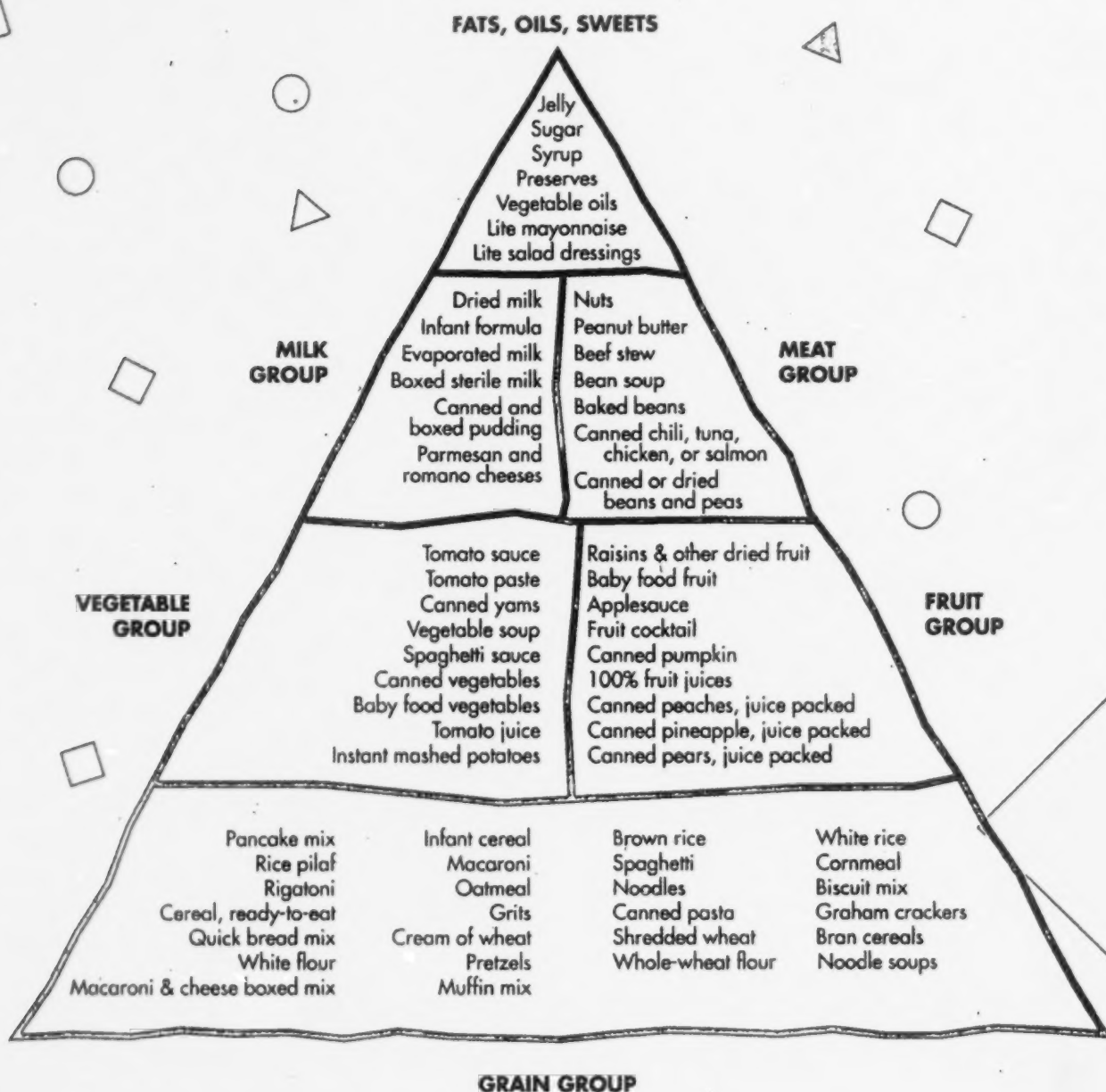
CLOSE-OUT: Action Plan

- ☐ Ask volunteers to assist with cleaning up the refreshment, collecting, and loading areas.
- ☐ Close the activity by thanking all the volunteers.



FOOD BANK WISH LIST

Use this chart to help you select non-perishable foods for your Community Food Drive. When assembling the food bags, choose at least one food from each food group. (Choose plastic containers rather than glass whenever possible.)



Source: Adapted from Pennsylvania Dietetic Association's Pyramid Power Food Drive (24).

Food and Field Olympics

Take part in a series of physical activity challenges as well as nutrition "brain games" designed to build self-confidence in making food choices for a healthy diet. The Olympic games challenge participants' fitness and knowledge about the Food Guide Pyramid, the Nutrition Facts Label, and the Dietary Guidelines for Americans.

Balancing the food we eat with physical activity helps us maintain or improve weight as well as keep bodies strong and healthy. Nearly all Americans need to be more active, because an inactive lifestyle is unhealthy.

WHAT TO DO: Advance Planning:

Task 1.

- ☐ Establish a small committee to coordinate the activity; name a member of the committee as coordinator.

Task 2.

- ☐ The committee develops a plan for carrying out the activity. Use the Community Activity Planning Checklist to help identify major functions to include in the plan.

Task 3.

- ☐ Committee members decide which field day events will be used (see description that follows); committee members choose an event or two in which to be in charge.

Task 4.

- ☐ Establish time and date for field day activity; secure a location for the activity (decide whether to be inside or out) and obtain any necessary approval, etc., in writing. Be sure to include time for setup and cleanup.

Task 5.

- ☐ Contact local building material companies and supermarkets to seek donations of materials needed to construct some of the field day events.

Task 6.

- ☐ Prepare flyers, etc., for promoting the field day activity to the community.

Task 7.

- ☐ Recruit adult and teen volunteers to help set up the Olympic course, supervise each event, help with sign-in, help with food at the finale, and sponsor any awards.

WHAT TO DO: Two Weeks before the Activity**Task 8.**

- ☐ Begin collecting materials needed to construct the Olympic events.

Task 9.

- ☐ Divide teens and adults into groups to work on putting together materials, building, or designing the Olympic event course.

WHAT TO DO: One Week before the Activity:**Task 10.**

- ☐ Develop and print copies of the Olympic course check sheet for participants. This will be used to help participants keep track of what events they have completed.

Task 11.

- ☐ Convene meeting where adult and teen volunteers are instructed on their duties during the field day activity.

Task 12.

- ☐ Check progress of Olympic events to assure their readiness for the day before the field day activity.

WHAT TO DO: Day before the Activity:**Task 13.**

- ☐ Set up event course and signs for each event. (Or set up in early hours of the field day itself.)

Task 14.

- ☐ Set up registration table for participants to sign in and receive their Olympic course check sheet.

Task 15.

- ☐ Mark parking area with signs.

Task 16.

- ☐ Set up table for the "Any Day Is Sundae." Bring throw-away bowls, plastic spoons, and napkins in amounts sufficient to handle the number of participants and some "extras."



Pyramid Relay

Materials Needed:

- 20 food pictures that represent the five major food groups of the Food Guide Pyramid (FGP). Food pictures are included in this kit in the "Sandwich Magic" lesson and the "Pyramid Relay" lesson in the Youth Activities Section.
- 12 paper grocery bags, a set of five bags for each relay team plus a "picture bag" for each team. Label each bag in a set with the name of one of the five major food groups.

Markers

- Masking tape



Preparation:

- Photocopy food pictures, color, and cover with clear contact paper.
- Place the open food group bags 30 feet from starting point. (Relay run requires at least 30 feet from starting line to each set of five food bags.)
- Mark starting line with masking tape.
- Mark off 30 foot relay lanes for runners—using masking tape.
- Set up "picture bags" with pictures of foods beside the starting lines.

WHAT TO DO: Day of the Activity:

Task 17.

- ☐ Bring cold water and drinking cups in amounts sufficient to handle the number of participants.

Task 18

- ☐ Master of ceremonies (activity coordinator) announces the "Opening of the Olympic Games."

Task 19.

- ☐ Adult and teen volunteers staff each of the events and the snack table where participants create their own sundaes.

Task 20.

- ☐ Cleanup by group volunteers who built each event.

Participants check off on their Olympic course check sheet when they have finished a field event and then move on to another. These are suggested field events, and the "Olympics" may include all of them, some of them, or events made up by the committee.

PYRAMID RELAY

Players sort foods into proper Food Guide Pyramid food groups.

To play:

- ♦ Youth line up into two lines (maximum number for each line is 5).
- ♦ At the whistle, the first person in each line reaches into the "picture bag," takes a food picture, runs the lane to the food bags and drops the picture in the proper food group. The player then runs back to the starting point, hits the hand of the next person in line—that person reaches into the bag, gets a picture, runs the lane, etc., until all in line have run the relay. With 20 food pictures and 10 youth, each should have two chances to run the relay. The line which finishes first with all correct answers wins!

Healthy Hopscotch

Materials needed:

- Chalk
- Beanbags, hopscotch markers, or small flat rocks

Preparation:

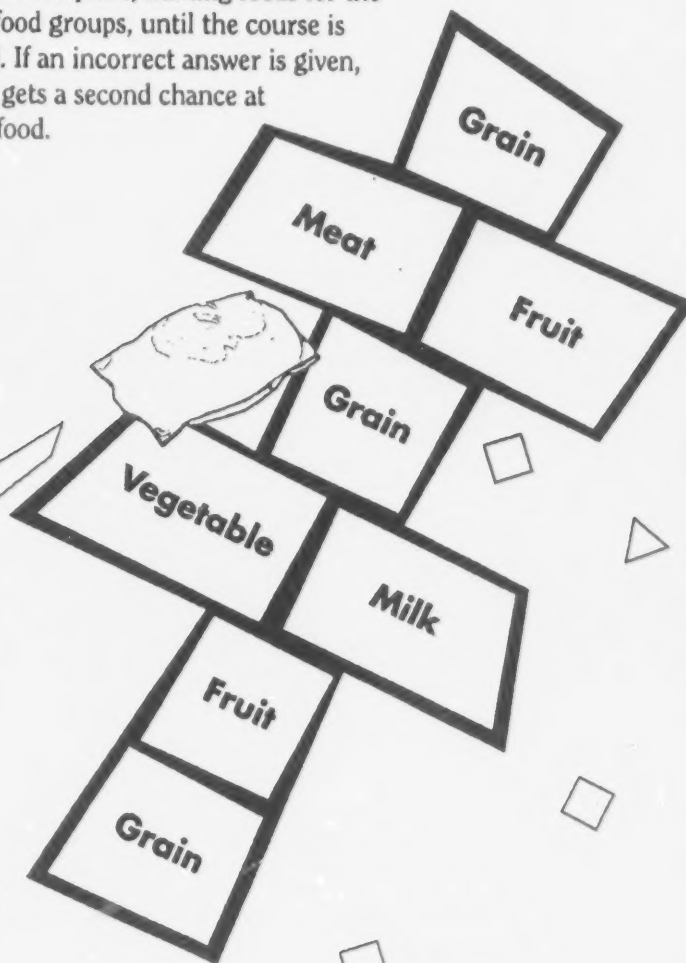
- Draw a hopscotch outline and write in the different food groups.

HEALTHY HOPSCOTCH

Players play hopscotch and name foods from the Food Guide Pyramid food groups (36).

To play:

A player throws the beanbag or hopscotch marker or small flat rock onto the first square. Before the player hops, he/she has to name a food from that food group. The player continues from square to square, naming foods for the indicated food groups, until the course is completed. If an incorrect answer is given, the player gets a second chance at naming a food.



Nutrition Wheel

Materials Needed:

- Cardboard, oaktag board, or sturdy poster board to make the "wheel"
- Sturdy poster board to make game "spinner"
- One paper fastener, prong, $\frac{3}{4}$ "
- Velcro tape, 1" diameter
- Pictures of foods
Pictures needed: milk, cheese, yogurt, hamburger and bun, grilled chicken, ham slices, whole-wheat bread slices, tomato, carrots, baked potato, tossed salad, green beans, orange, banana, 100% fruit juice, pear, oatmeal raisin cookie
- Table
- Food Guide Pyramid poster

NUTRITION WHEEL

Players choose a lunch which includes foods from at least three of the five major food groups of the Food Guide Pyramid.

Preparation:

- ♦ Make large circle for the "wheel" and make arrow spinner.
- ♦ Attach the spinner to the wheel using the paper fastener.
- ♦ Put small pieces of velcro on the wheel, on the food pictures, and on the Food Guide Pyramid poster.
- ♦ Stick the pictures to the wheel randomly.
- ♦ Set up table to hold game board.
- ♦ Set up Food Guide Pyramid poster (attach to wall or set on a stand).

To play:

Player spins the arrow to point to a food to build a meal for lunch. The player must get 3 foods, each one from a different Food Guide Pyramid food group. As each food is selected, the food is taken off the wheel and placed on the proper food group on the Food Guide Pyramid poster. (This will help the youth keep track of what foods are needed for the meal.) If two players play, they take turns spinning and building their lunches.

NUTRITION FACTS LABEL OLYMPIAD

Players read the Nutrition Facts Label total fat content on food packages. They then line up the packages in order from lowest amount of fat to highest amount.

Preparation:

Set up food packages in random order on a table.

To play:

Player has two minutes to look at the total fat content on the food packages and line them up in order from least to most fat per serving.

Nutrition Facts Label Olympiad

Materials Needed:

- Empty food packages (10+) showing Nutrition Facts Label. You may use similar products such as all cookie packages, or all cracker packages, or all different food products. Just make sure that there is a range in fat content.
- Table at least 6 feet long

Silly Syllable Scramble

Materials Needed:

- "Silly Syllable Scramble" from this kit
- Pencils

Running Around the Pyramid

Materials Needed:

- Masking tape

Favorite Fruit Collage

Materials Needed:

- Crayons or markers
- White paper (8 1/4" x 11")
- Transparent tape
- Optional: Several large sheets of paper on which to mount the individual pictures when creating the mural/collage

SILLY SYLLABLE SCRAMBLE

Players identify pictures illustrating syllables of foods, and figure out the food and the food group it belongs to.

Preparation:

Photocopy "Silly Syllable Scramble" in sufficient quantity for players to have own copy.

To play:

Players figure out the foods in the word scramble, and write the name of the food and the food group to which it belongs on the sheet provided.

RUNNING AROUND THE PYRAMID

Players run, hop, and skip, to learn the importance of exercise and the importance of a healthy diet.

Preparation:

Mark off outline of the Food Guide Pyramid (each side should be at least 30 feet).

To play:

Each player takes a turn around the Pyramid. From the starting point (bottom right corner), the player **runs** to the tip. Next the player **hops on one foot** from the tip to the bottom left corner. Then the player **skips** from that corner back to the starting point.

FAVORITE FRUIT COLLAGE

Players draw pictures of their favorite fruits. The artwork is put together in a mural/collage for display in a public place, such as a school cafeteria or public library.

Preparation:

Set up work tables.

Distribute paper and markers.

To play:

Players are given paper and markers and they "go to work" being creative!

Great Grain Obstacle**Materials Needed:**

- Poster board
- Markers
- See each obstacle listed. You may choose to do all or just a few.

Station 1**Materials Needed:**

- Child size sand pail or bucket
- Oats or oatmeal
- 2 pieces of cardboard labeled A and B

Station 2**Materials Needed:**

- 10 or more tires

Station 3**Materials Needed:**

- Tunnel — seek donation of a plastic or cloth collapsible tunnel from a toy store or use cardboard boxes to make a tunnel.

GREAT GRAIN OBSTACLE

Players run an obstacle course having a grain theme — wheat, corn, oats, rye, and rice are featured.

Preparation:

Make posters to identify each obstacle course station. See descriptions of each obstacle listed below. Decide which ones you want to do.

To play:

Players line up in single file at the starting line.

At the whistle, the first player in line starts down the obstacle course, as the first player completes the first station, the second player begins the course, then the third player, etc., until all players have completed the 7 stations.

THE GREAT GRAIN OBSTACLE COURSE:**STATION 1: Bucket O' Oats****Preparation:**

Place the piece of cardboard labeled A and the piece labeled B 20 feet apart, fill pail with oats.

To play:

Player runs from point A to point B and back, carrying a bucket full of oats.

STATION 2: Popcorn Pop and Hop**Preparation:**

Place tires in a zigzag pattern.

To play:

Player runs and hops (one leg at a time in each tire) along a zigzag tire course.

STATION 3: Rigatoni Tunnel**Preparation:**

Set up tunnel.

To play:

Player crawls through the tunnel as fast as possible.

Station 4**Materials Needed:**

- 6 or 12 boxes of rice
- 3 or 6 balls or bean bags

STATION 4: Rice Tumble**Preparation:**

Set up boxes into triangle shape: 3 on bottom, 2 on mid level, and 1 on top.

To play:

Players use a ball or bean bag to knock down the rice boxes.

Station 5**Materials Needed:**

- Several boxes of rye crackers
- Disposable cups
- Container of water
- Napkins
- Table
- Bowl

STATION 5: Whistle through the Rye**Preparation:**

Set up table, put crackers in a bowl or plate, pour water in cups.

To play:

Players eat rye crackers and try to whistle.

Station 6**Materials Needed:**

- Several boxes of ready-to-eat cereal
- Disposable bowls
- 1-cup measuring cups
- Table

STATION 6: Measure to Measure**Preparation:**

Set out cereal, bowls, and measuring cups on table.

To play:

Player pours the amount of ready-to-eat cereal he/she usually eats into a bowl. He/She guesses how much it is, and then pours the cereal from the bowl into a measuring cup to get the "real" measure.

Station 7**Materials Needed:**

- Broom handle
- 2 chairs

STATION 7: Spaghetti Limbo and Go**Preparation:**

Set up broom handle supported by the chairs.

To play:

Player must pass underneath the broom handle and the obstacle course is completed!!!

Any Day Is Sundae

Materials Needed:

- Disposable bowls
- Plastic spoons
- Napkins
- Ice cream scoops
- Frozen vanilla yogurt, large containers
- Granola cereal
- Fruits (fresh, frozen, or canned)
- Container of water
- Disposable cups

ANY DAY IS SUNDAE — a finale to the field day course.

As a grand finale to the Olympic games, participants have the opportunity to create their own snack sundaes.

Preparation:

Set up a long table as work-area for creating sundaes.

Set up tables and chairs or benches for eating area.

As participants are ready, yogurt is scooped into bowls by the adult or teen staffing the event.

Activity:

Participants make sundaes.

Silly Syllable Scramble

					FOOD		FOOD GROUP
1		+		=	_____		_____
2		+		=	_____		_____
3		+		+		=	_____
4		+		+		=	_____
5		+		=	_____		_____
57		+		=	_____		_____

1-Eggplant; 2-Ice Cream; 3-Peanut Butter; 4-Spareribs; 5-Bagel; 6-Cottage Cheese



7



+



=

FOOD

FOOD GROUP

8



+

N

+



=

9



+



=

10



+



=

11



+



=

12



+

eee

=

13



+



=

Passport

To the Fabulous World of Food

Use this activity planner to journey to a world of mouth watering, lip-smacking foods from around the globe. Follow the tasks described below and embark on a journey of a lifetime!



All Aboard

This activity is a community-based tasting party featuring foods from different parts of the world.

WHAT TO DO: Advance Planning

Task 1—Help Wanted

☐ Form a group of volunteers to help plan, organize, and run this activity. The number of volunteers needed depends on the size of the community invited and the number of “tasting stations” or other activities planned.

Task 2—Organize A Planning Meeting

☐ Set up a date, time, and location for a planning meeting and invite potential volunteers.

Task 3—During The Planning Meeting

- ☐ Schedule activity—list potential locations, date, time, rain-date or alternate indoor site for activity, and community members to invite. Designate one volunteer to secure location and permits for the activity.
- ☐ Divide volunteers into committees. See sidebar for a list of committees.

Committees

Event Planning Committee
sets time and date, develops plan of action

Food Committee
selects the foods, arranges for the food and chefs

Supplies Committee
arranges for cooking, eating, and cleaning supplies

Volunteer Recruitment and Training Committee
recruits and trains volunteers

Promotion Committee
invites community and media, handles publicity flyers

Decoration Committee
handles decorations and “passport” handout included in this kit

**Note — one member from each committee should make up the event planning committee.*

Task 4—Committee Assignments:**EVENT PLANNING COMMITTEE**

Write the action plan—the action plan should include:

- ☐ List of countries and types of foods to showcase.
- ☐ List of volunteer chefs to invite from local international restaurants.
- ☐ Select a location, date, time, and rain alternative (designate someone to arrange for the location and obtain permits if needed).
- ☐ Determine how the ingredients will be obtained, i.e., donated by chefs or purchased by event sponsors.
- ☐ Budget.
- ☐ Design a floor plan of the activity site.
- ☐ Arrange for trash and area cleanup.

Two Weeks before Activity:

- ☐ Double-check on the availability of location, date, and time for the activity.
- ☐ Review all plans to be sure they are in place.

FOOD COMMITTEE**Advance Planning:**

- ☐ Invite at least 4–6 local chefs from restaurants, culinary schools, or catering businesses to participate. Be sure to get their names, addresses, business phones, and fax numbers. For assistance in locating chefs, check out “The Chef’s Connection—A Directory of Chefs for School Partnerships” included in USDA’s “Great Nutrition Adventure Packet,” or contact the American Culinary Federation, the American Institute of Wine and Food, the James Beard Foundation, or CHEFS from Public Voice for Food and Health Policy.
- ☐ Set up meeting to organize chef involvement.
- ☐ Send a followup letter and include directions to the meeting.
- ☐ Make a followup call to all chefs as a reminder of the day and time of the planning meeting—if there are last minute conflicts or emergencies, ask them to send an assistant or an alternate to the meeting.



Supply List:

- Tables—for registration desk, food stations, and eating
- Chairs—for registration desk, chef, and other volunteers
- Tablecloths—for food stations
- Warming trays
- Cook tops
- Serving utensils
- Plastic ware—knives, spoons, forks, napkins
- Paper plates
- Cups—hot and cold, if needed
- Trash receptacles and bags
- Electric hook-up, extension cords
- Tape
- Markers
- Gloves for handling food

Food Committee Meeting:

- ☐ Confirm the date and time for the activity to assure chef involvement.
- ☐ Identify each team member's role and contribution.
- ☐ Identify a chef coordinator for the activity.
- ☐ Discuss and plan a menu that meets the Dietary Guidelines.
Be sure the menu is practical, offers something new for the children to try, is healthy, is appetizing, and has eye appeal.
- ☐ Discuss with chefs and arrange for transportation of prepared foods to the activity site.
- ☐ Discuss food safety.
- ☐ Ask chefs for recipes and their biographies and pictures, if possible.
- ☐ Be aware that chefs frequently measure by weight, so some conversion may be needed for household use. If providing recipes to parents, guests, and the media make plans to provide a nutrient analysis of the recipes, if possible.

Two Weeks before Activity:

- ☐ Review foods selected for the activity to be sure they are representative of the countries being showcased.
- ☐ Confirm availability of the chefs and other volunteers.
- ☐ Remind chefs to wear their chef hats and uniform.
- ☐ Confirm food donations.

Day of Activity:

- ☐ Introduce the chefs to other volunteers.
- ☐ Assist chefs in setting up food serving areas.
- ☐ Present certificates to the chefs.

SUPPLIES COMMITTEE

Advanced Planning:

- ☐ Determine supplies needed—see supply list.
- ☐ Determine budget for supplies.
- ☐ Secure donations, if possible.
- ☐ Arrange for transportation of supplies to the site and/or storage of supplies.
- ☐ Divide up list among volunteers.

Two Weeks before Activity:

- ☐ Check that supplies have been ordered and are due to arrive.
- ☐ Check on delivery and storage of supplies.

Day of Activity:

- ☐ Set up supplies.

Following the Activity:

- ☐ Return supplies that were borrowed or rented.

VOLUNTEER RECRUITMENT AND TRAINING COMMITTEE**Advance Planning:**

- ☐ Determine how many volunteers are needed.
- ☐ Call volunteers and recruit; discuss time involvement, possible food donations.

Two Weeks before Activity:

- ☐ Conduct a meeting with the volunteers.
- ☐ Develop a plan to best utilize the volunteers.

One Day before Activity:

- ☐ Confirm availability of volunteers.
- ☐ Hand out volunteer assignments.

PROMOTION COMMITTEE**Advanced Planning:**

- ☐ Develop a media plan to invite local media to cover the activity—use the attached media plan as a guide.
- ☐ Develop or obtain media list.
- ☐ Develop and send out formal invitations to important community leaders and the media.
- ☐ Develop a flyer announcing the activity.

Two Weeks before Activity:

- ☐ Call to confirm on media availability.

Day of Activity:

- ☐ Have a volunteer or committee representative sign in the media guests.

Following the Activity:

- ☐ Collect newspaper clippings about the activity.
- ☐ Send thank you notes to all chefs, volunteers, the media, etc.

DECORATION COMMITTEE

Advance Planning:

- ☐ Research the different countries selected to plan decorations.
- ☐ Set budget as necessary.
- ☐ Collect materials for the decorations.
- ☐ Collect posters or pictures.
- ☐ Copy the "passport" provided in this activity planner. Make enough for each participant to have one to use during this activity.
- ☐ Arrange for stamp pads, ink, and stamps.
- ☐ Instant camera (optional).
- ☐ Handouts (optional).
- ☐ Prepare certificates for chefs and other volunteers.

One Week before Activity:

- ☐ Check on the decorations.
- ☐ Make or assemble any decorations as necessary.

Day before Activity:

- ☐ Post signs.
- ☐ Decorate the site.

Day of Activity:

- ☐ Set out handouts.
- ☐ Clean up.

PASSPORT



PASSPORT



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Country
Stamp

FOOD

Country
Stamp

FOOD

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MEDIA PLAN CHECKLIST

MAKE CONTACT

- ☐ Collect basic information on who's who in the media including local radio, TV, daily, weekly and monthly newspapers, and local and regional magazines.
- ☐ Check out content and style of programs, specialized columns.
- ☐ Identify ethnic and specialized publications in the community.

KNOW YOUR MEDIA

- ☐ Get to know the reporters and editors.
- ☐ Know who covers what "beat"—education, schools, food, health, nutrition, chefs, and restaurants.
- ☐ Call local newsrooms.
- ☐ Note who has covered community events in the past.

RESEARCH OTHER MEDIA SOURCES

- ☐ Ask chefs which writers may have covered them in the past and if they have their own publicist.
- ☐ Keep a clipping file of stories from publications that have articles on food, health/nutrition, schools, education, chefs, communities, etc.
- ☐ Use the *News Media Yellow Book* (available at most public libraries) and other library resources.
- ☐ Contact print media that needs longer lead time—monthly magazines and publications.

ESTABLISH A RELATIONSHIP WITH THE MEDIA

- ☐ Designate specific spokesperson(s) to talk to the media.
- ☐ Contact assignment editors.
- ☐ Develop your press release and teaser.

PRESS RELEASE

- ☐ Tell who, what, where, when, how, and why as clearly and concisely as possible.
- ☐ Think of who the audience is and what would appeal to them.
- ☐ Try to keep to one page.
- ☐ Be creative and innovative—make it stand out from the others.
- ☐ Include title, date, and location.
- ☐ Include a contact person and phone number for further information.

TEASER

- ☐ Develop a creative media attention getter.

MAIL PRESS RELEASE AND TEASER

- ☐ Find out who is the right person to fax, mail, or e-mail press releases, background information, and "teasers" to. Faxing is usually the best way.
- ☐ Ask to speak to that person to establish a personal contact and to get them interested in the upcoming activity.
- ☐ If contact can not be made on the telephone, then fax or mail an introductory letter. Set up a personal meeting, if necessary.

QUESTIONS FOR THE MEDIA

- ☐ Name, media outlet, phone/fax numbers.
- ☐ Deadline for publication or broadcast AND when the story will run.
- ☐ Encourage a photographer or camera crew to accompany the reporter.
- ☐ Find out if the outlet has a special angle to cover on the event.
- ☐ Fax information to them.

ASSEMBLE THE MEDIA KIT

- ☐ Include press release, biographies/photos of chefs, and chef recipes.
- ☐ Provide reporters with media kit as soon as possible.
- ☐ Designate a photographer.

REACH OUT

- ☐ Contact reporters to remind them of the activity two or three days in advance.

LAST MINUTE

- ☐ Telephone media contacts to remind them of the activity the day before.
- ☐ If the media contact is unable to attend, make sure to get followup materials and photos to them.
- ☐ Be sure to have all press attendees sign in; give them a map of the activity.
- ☐ Capture addresses, phone numbers, and affiliation.
- ☐ Keep track of all media attended and interested parties who were unable to attend the event and who may do a followup story.
- ☐ Assign a guide to direct media to activities.

FOLLOWUP

- ☐ Collect all newspaper articles written; ask media outlets for copies of their story.
- ☐ Evaluate the event. Take notes as to what might be done next time.

COMMUNITY ACTIVITY PLANNING CHECKLIST

PLANNING

- ☐ Establish a committee.
- ☐ Develop a plan.
- ☐ Create a theme.
- ☐ Determine size of activity.
- ☐ Establish dates and times.

BUDGET

- ☐ Develop budget using estimates obtained from vendors and others who have conducted similar activities.
- ☐ Solicit in-kind contributions from local businesses, civic groups, agencies (if needed).

PARTNERSHIPS

- ☐ Involve businesses and Team Nutrition schools.
- ☐ Work with area or local Extension office.

RECRUITMENT

- ☐ Recruit volunteers from local Team Nutrition schools, civic organizations, and religious institutions.
- ☐ Make record of names, addresses, and telephone numbers of volunteers.
- ☐ Make reminder calls.

INSURANCE

- ☐ Obtain liability or other insurance needed to cover the activity, if needed.

EMERGENCY MEDICAL SERVICES

- ☐ Make arrangements with local provider.

SPECIAL PERMITS

- ☐ Obtain applications from local government (if needed) and submit.

CONTINGENCY PLANS

- ☐ Select an alternative date in case of bad weather.

EQUIPMENT

- ☐ Identify and make a list of all materials and equipment needed. See each community activity for specific items.
- ☐ Solicit items from local businesses and other community groups, if needed.

TRANSPORTATION

- ☐ Determine need and make arrangements with local bus company, businesses, or civic and religious groups.
- ☐ Determine parking needs.
- ☐ Mark space available for parking.

SIGNS

- ☐ Determine type and number of signs needed and prepare.
- ☐ Post signs.

PROMO MATERIALS

- ☐ Identify and list the informational and promotional materials needed, such as flyers, maps, directions, public service announcements, press releases, etc.
- ☐ Prepare and photocopy materials.
- ☐ Distribute materials.

PROMOTION

- ☐ Contact local editors/columnists, popular disc jockeys, radio/TV announcers and talk show hosts, community leaders.
- ☐ Develop/distribute press kits.
- ☐ Hold press conference.
- ☐ Make presentations at local Team Nutrition schools, churches, temples, mosques, etc.

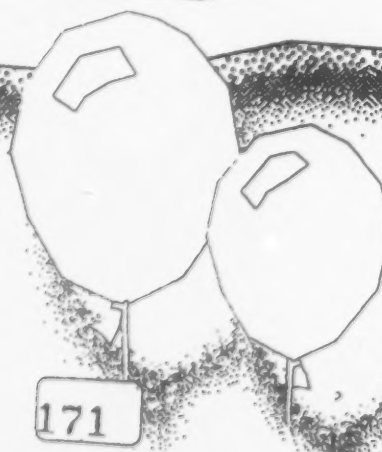
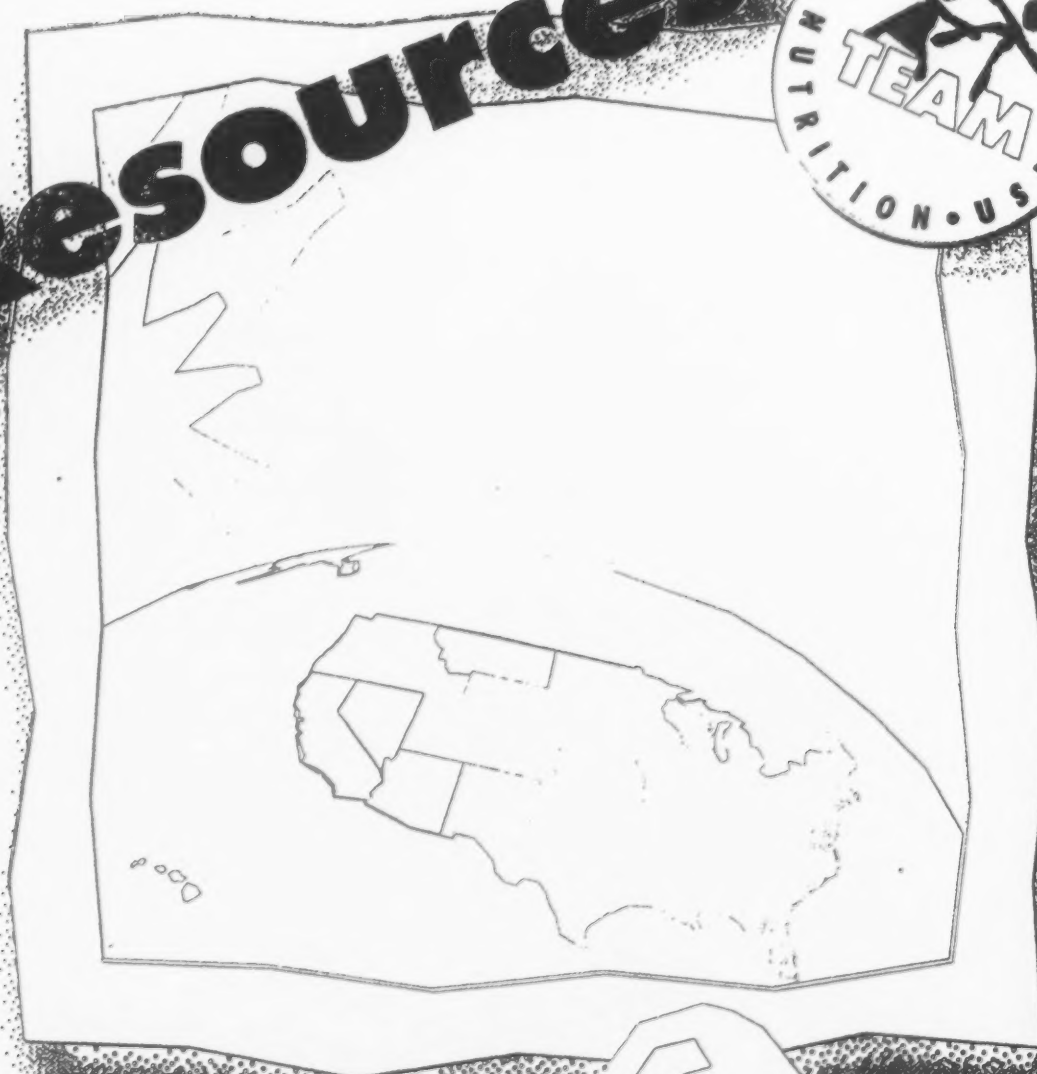
FOOD/REFRESHMENT

- ☐ Determine food and beverage needs.
- ☐ Identify providers and arrange for delivery.
- ☐ Obtain paper goods (napkins, plates, drinking cups, plastic utensils).

ACTIVITY SETUP

- ☐ Set up refreshment, collection and loading areas at site, etc.
- ☐ Clean up.

Resources



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Contacting Cooperative Extension Service Offices

LOCAL COOPERATIVE EXTENSION SERVICE OFFICE

Cooperative Extension Service offices are a source of nutrition education resources, programs, and Team Nutrition related youth, family and community activities. The local offices are usually in courthouses, post offices, or other government buildings. Telephone numbers are usually listed in the telephone directory under county/city government and often the listing includes the name of the land-grant university.

STATE EXTENSION OFFICES

Cooperative Extension Service state offices are located on the campuses of land-grant universities. Below is a list of Cooperative Extension faculty who are a source of research-based nutrition information including Team Nutrition in the state offices.

NATIONAL OFFICE

The national office is located in the U.S. Department of Agriculture, Washington, D.C.

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MID-ATLANTIC REGION

*Delaware, District of Columbia,
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USDA's Team Nutrition Supporters

To date, over 200 organizations, including nutrition, health, education, entertainment, and food industry groups support Team Nutrition's Mission and Principles.

THESE ORGANIZATIONS SUPPORT THE MISSION AND PRINCIPLES OF TEAM NUTRITION

- ADVOCAP, Inc.
Agricultural Women's Leadership Network
Agenda for Children
American Academy of Pediatrics
American Alliance for Health, PE, Rec. & Dance
American Association of Family & Consumer Sciences
American Bakers Association
American Cancer Society
American College of Physicians
American College of Preventive Medicine
American Culinary Federation
American Dietetic Association
American Farm Bureau Federation
American Fed of School Administrators
American Fed of Teachers
American Fine Foods
American Health Foundation
American Heart Association
American Heart Association, MD Affiliate
American Institute for Cancer Research
American Institute of Wine & Food
American Meat Institute
American Medical Association
American Medical Student Association
American Natl CattleWomen, Inc.
American Nurses Association
American Oat Association
American Psychological Association
American Public Health Association
American School Food Service Association
- Archer Daniels Midland Company
Archway Cookies
Association for Children of New Jersey
Association for the Advancement of Health Education
Association of Maternal & Child Health Programs
Association of State & Territorial Public Health Nutrition Directors
Aurora Project, Inc.
Beef Products
Better Baked Pizza
Big Brothers/Big Sisters of America
Blue Diamond Growers
Boy Scouts of America
Bread for the World
Brooks Foods
Bumble Bee Seafoods
California Apricot Advisory Board
California Beef Council
California Dept. of Education
California Food Policy Advocates
California Fresh Carrot Advisory Board
California Prune Board
California Tomato Growers Association
The Campaign for Food Literacy
Cancer Research Foundation of America
Careers Through Culinary Arts Program
Center for Environmental Education
Center for Science in the Public Interest
Center on Hunger, Poverty, & Nutrition Policy/Tufts University School of Nutrition
Cherry Marketing Institute
Children's Action Alliance
Children's Action Network
Children's Defense Fund
Children's Foundation
Citizens for Missouri's Children
Citizens for Public Action on Cholesterol
Community Kitchen of Monroe County, Inc.
- Comstock Michigan Fruits
ConAgra, Inc.
The Congressional Hunger Center
Consumer Federation of America
Corning Consumer Products Co.
Council of Agricultural Science & Technology
The Council of the Great City Schools
Cooperative State Research, Education, and Extension Service, USDA
Culinary Institute of America
Curtice Burns Foods
DINE Systems
Dole Food Company, Inc.
Draper King Cole, Inc.
Eastern Shore Seafood Products
Eastside Community Ministry
Family Nutrition Program/Purdue University Cooperative Extension Service
Finger Lake Packaging
Florida Dept of Citrus
Food Chain
Food Marketing Institute
Food Research & Action Center
Food Service Sys Mgmt Education Council
The Food to Grow Coalition
Furman Foods, Inc.
Gehl's Guernsey Farms, Inc.
General Mills, Inc.
Georgia Dept. of Agriculture
Gilroy Canning Company, Inc.
Girl Scouts of the USA
The Gleaners Foodbank of Indiana, Inc.
Green Thumb, Inc.
HJ Heinz Company
Hormel Foods Corporation
Howard Foods, Inc.
Hudson Specialty Foods
Hunger Action Coalition
Husman Snack Foods
Indiana Agricultural Leadership Institute
Intl Apple Institute
Intl Food Info. Council

Intl Foodservice Distributors Association
 JR Simplot Co.
 James Beard Foundation/Dando & Company
 Jewish Healthcare Foundation of Pittsburgh
 Kelly Foods
 Kent State University, School of Family and Consumer Studies
 KIDSNET
 Lakeside Foods, Inc.
 Land O' Lakes Custom Product Division
 LDS Church Welfare Services
 Life Lab Science Program
 Marriott Mgmt Services
 Marvel Entertainment Group
 Mello Smello
 Michigan Apple Committee
 Michigan Asparagus Advisory Board
 Michigan Plum Advisory Board
 Michigan Red Tart Cherry Info. Committee
 Minnesota Cultivated Wild Rice Council
 Minnesota Food Education & Resource Center
 Minnesota Food Share
 Mothers & Others for a Livable Planet
 Muir Glen Organic Tomato Products
 Nalleys Fine Foods/Div. of Curtice Burns
 Natl. 4-H Council
 Natl. Alliance of Vietnamese-American Service Agencies
 Natl. American Wholesale Grocers Association
 Natl. Association for Family & Community Education
 Natl. Association for Sport & Physical Education
 Natl. Association of Elementary School Principals
 Natl. Association of Psychiatric Treatment Centers for Children
 Natl. Association of School Nurses
 Natl. Association of School Psychologists
 Natl. Association of State NET Coordinators
 Natl. Association of WIC Directors
 Natl. Black Child Development Institute
 Natl. Black Nurses Association
 Natl. Black Women's Health Project
 Natl. Broiler Council

Natl. Cattlemen's Beef Association
 Natl. Consumers League
 Natl. Council of LaRaza
 Natl. Dairy Council
 Dairy Council Mid East
 Washington State Dairy Council
 Natl. Dental Association
 Natl. Dry Bean Council
 Natl. Education Association
 Natl. Extension Association of Family and Consumer Sciences
 Natl. Farmers Organization
 Natl. Farmers Union
 Natl. Fisheries Institute
 Natl. Fitness Leaders Association
 Natl. Food Service Mgmt Inst.
 Natl. Future Farmers of America
 Natl. Grange
 Natl. Heart Savers Association
 Natl. Medical Association
 Natl. Osteoporosis Foundation
 Natl. Pasta Association
 Natl. Pork Producers Council
 Natl. PTA
 Natl. Puerto Rico Coalition
 Natl. Restaurant Association
 Natl. Rural Electric Cooperative Association
 Natl. School Health Ed Coalition
 Natl. Turkey Federation
 Natl. Urban League
 North Atlantic Sardine Council
 NC Sweet Potato Commission
 Nutrition Council
 Ocean Spray Cranberries, Inc.
 Ore-Ida Foods, Inc.
 Organization of Chinese Americans
 Pennsylvania Coalition of Food & Nutrition
 Perdue Farms, Inc.
 The Potato Board
 President Council on Physical Fitness & Sports
 Proctor & Gamble USA
 Produce for Better Health Foundation (5-A-Day)
 Produce Marketing Association
 Produce Productions, Inc.
 Public Voice for Food & Health Policy
 The Quaker Oats Company
 Randell Foods Products, Inc.
 RC Fine Foods
 Sabatasso Foods, Inc.
 Scholastic, Inc.
 Second Harvest Natl. Foodbank Network

Second Harvest - St. Paul
 Second Harvest - Tri-State Food Bank, Inc.
 Shape Up America
 Share Our Strength
 Snyder of Berlin
 Society for Nutrition Education
 Society of State Directors of Health, Physical Education and Recreation
 SouthEast Alaska Health Consortium
 Southern Frozen Foods
 Soy Protein Council
 Squab Producers of California
 The Sugar Association
 Sunkist Growers, Inc.
 Sunshine Biscuits
 Texas Citrus & Vegetable Association
 Tim's Cascade Chips
 Tony's Food Service Div.
 Townsend Culinary, Inc.
 Tree Top, Inc.
 Tri-State Food Bank, Inc.
 United Soybean Council
 United States Dept. of Education
 United States Dept. of Health and Human Services
 The Urban Coalition
 University of Cincinnati Nutrition Program & Nutrition Learning Center
 University of Hawaii Cooperative Extension Service
 Urban Family Institute
 The Urban Mission
 USA Dry Pea & Lentil Council
 USA Rice Federation
 USA TODAY
 Van Camp Seafood Company, Inc.
 Vegetarian Resource Group
 Virginia Apple Growers Assoc.
 Voices for Children in Nebraska
 The Walt Disney Company/Buena Vista TV
 Wawona Frozen Foods
 Wheat Foods Council
 Wisconsin Nutrition Project
 Wisconsin Rural Development Center, Inc.
 World Hunger Year
 Zartic, Inc.

Team Nutrition is a program of the United States Department of Agriculture. USDA does not endorse any products, services, or organizations.

How to Get Involved with Team Nutrition

Want to join Team Nutrition? The first step is to ask your children's principal if the school is, or has plans to become, a Team Nutrition School. If they are not yet a Team Nutrition School, suggest they contact the child nutrition director at your state department of education who can help them get on board. All parents can be a part of Team Nutrition to improve school lunches. You can also be part of your school's nutrition education activities. Try this:

- ◆ *Do Lunch With the Kids.* Eat breakfast or lunch at school with your kids. See what the meals are like. Notice the atmosphere. If you want to improve what you see, do something.
- ◆ *Talk Out of School.* Make your opinions heard. Talk to other parents. Work with your PTA and school board to support healthy school meals.
- ◆ *Discuss Your Principles.* Go to the principal. Discuss the importance of good nutrition and physical activity. Suggest programs. Ask for cooperation. Follow through.
- ◆ *Know What's for Lunch.* Get a weekly menu of school meals. Ask for nutrition facts so you can be sure the menu meets the Dietary Guidelines for Americans. Put it up on your refrigerator. Discuss all the healthy choices with your kids.
- ◆ *Team Up With the Food Service Staff.* Visit the school cafeteria. Get to know the staff. Let them know you value their services...and appreciate good daily nutrition for your child.
- ◆ *Plant a Seed.* Show your kids and their friends where healthy food comes from. Help your school start an edible landscape with a garden of goodies like fruits, vegetables, and herbs.
- ◆ *Throw a Tasting Party.* Volunteer to organize a classroom tasting party to introduce and encourage nutritious new foods the kids may never have tried.
- ◆ *Set Up a Group. Get involved.* Form a parent advisory committee for school meals. Recruit enthusiastic, "can-do" people to work with you.
- ◆ *Serve Your Kids Food for Thought.* Make sure kids appreciate how healthy breakfasts and lunches serve their minds as well as their bodies.
- ◆ *Listen.* If you listen to what your kids are learning at school about good nutrition, you can help them put their knowledge to work at home, too.

By being an active parent in your child's school, you're helping your children learn to enjoy good-tasting, good-for-them foods. By helping them develop good eating habits, you are improving their health.

Hotlines, Addresses, Internet

U.S. DEPARTMENT OF AGRICULTURE

TEAM NUTRITION

For more information to get your children's school involved in the promotion of healthy school meals, contact:

USDA's TEAM NUTRITION SCHOOLS

P.O. Box 0812

Rockville, MD 20848-0812

Email: teamnutrition@reeusda.gov

USDA's Food and Nutrition Information Center (FNIC) is located at the USDA's National Agricultural Library in Beltsville, Maryland. USDA program participants may borrow food service reference materials, videos, and training materials free of charge. The public is able to visit the Library and research nutrition education and training materials. On-line bibliographies are offered to assist you in research.

FNIC maintains Gopher and World Wide Web (WWW) sites where users may read, print, or download information. FNIC is linked to other Gopher and WWW sites around the world. The WWW address for FNIC is:

<http://www.nal.usda.gov/fnic/>

The Gopher address is:

<gopher.nal.usda.gov>

USDA's Food Safety and Inspection Service offers the

1 (800) 535-4555 Meat and Poultry Hotline

for consumers. Contact the Meat and Poultry Hotline for information on food safety, labeling, and wholesomeness of foods. In Washington, D.C. call 202-720-3333. English and Spanish messages available.

You may write for materials:

USDA Food Safety and Inspection Service

Meat and Poultry Hotline
Room 1165 South Building
Washington, D.C. 20250

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Food and Drug Administration FDA/USDA Food Labeling Education Information Center (301)443-3220

Contact this organization for materials and activities related to food labeling education, or write:

Food and Drug Administration
Office of Public Affairs
5600 Fishers Lane, HFE-88
Rockville, MD 20857

The Food and Drug Administration offers the

1 (800)FDA-4010 Seafood Hotline

for information on seafood buying, handling, and storage for home consumption and labeling. Also provides seafood publications and prerecorded seafood safety messages. In Washington D.C. call (202)205-4314. English and Spanish messages available.

National Health Information Center 1 (800)336-4797

(301)565-4167 (in MD)

Provides a central source of information and referral for health questions from health educators, health professionals, and the public. A service of the Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services.

National Health Information Center

P.O. Box 1133

Washington, DC 20013-1133

Fax: (301)984-4256

OTHER ORGANIZATIONS

National Center for Nutrition and Dietetics

1(800)366-1655 Consumer Nutrition Hotline

The American Dietetic Association. Listen to a food and nutrition message, speak to a Registered Dietitian, or for a referral to a Registered Dietitian in your area. English and Spanish messages available.

For more information, write to:

The American Dietetic Association
National Center for Nutrition and Dietetics

216 W. Jackson Blvd.

Chicago, IL 60606-6995

Safe Drinking Water Hotline

1(800)426-4791

U.S. Environmental Protection Agency

Aerobics and Fitness Foundation of America

1(800)233-4886

Answers questions from the public regarding safe and effective exercise programs and practices.

American Institute for Cancer Research

1(800)843-8114

Provides free educational publications about diet, nutrition, and cancer prevention, as well as a Nutrition Hotline staffed by Registered Dietitians.

**Cancer Information Service
1(800)4-CANCER**

Provides information about cancer and related resources to the public. Distributes free publications from the National Cancer Institute.

Combined Health Information Database (CHID)

1(800)955-0906

(BRS Online, to subscribe to CHID)

Database contains many diverse health education resources. It may be accessed at many university, medical, and public libraries.

Consumer Information Center

General Services Administration
P.O. Box 100
Pueblo, CO 81009
(719)948-4000

Distributes Federal agency publications. Publishes quarterly catalog of available materials.

Centers for Disease Control and Prevention

National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP)

Technical Information Service Branch

4770 Buford Highway, MS K13
Atlanta, GA 30341-3724
(404)488-5080

Provides information and referrals to the public and to professionals. Visit the NCCDPHP Information Center and use the collection by appointment.

**National Dairy Council
1(800)426-8271**

Develops and provides educational materials on nutrition.

**Women's Sports Foundation
1(800)227-3988**

Provides information on women's sports, physical fitness, and sports medicine.

National Heart, Lung, and Blood Institute

Information Center (NHLBI)
P.O. Box 30105
Bethesda, MD 2024-0105
(301)251-1222
(301)251-1223 (Fax)

Materials on cardiovascular health are available to consumers and professionals.

National Center for Education in Maternal and Child Health

2000 North 15th Street
Suite 701
Arlington, VA 22201-7802
(703)524-7802
(703)524-9335 (Fax)

Responds to information requests from consumers and professionals, provides technical assistance, and develops educational and reference materials.

National Maternal and Child Health Clearinghouse

8201 Greensboro Drive
Suite 600
McLean, VA 22102
(703)821-8955, ext 254 or 265
(703)821-2098 (Fax)

Centralized source of materials and information in the areas of human genetics and maternal and child health. Distributes publications and provides referrals.

**National Restaurant Association
The Educational Foundation**

Industry Council on Food Safety
1(800)-COOK-SMART
1(800)-266-5762

Provides information on safe food preparation and handling.

President's Council on Physical Fitness and Sports

701 Pennsylvania Avenue NW.
Suite 250
Washington, DC 20004
(202)272-3430
(202)504-2064 (Fax)

Materials on exercise and physical fitness for all ages are available.

U.S. Consumer Product Safety Commission Hotline

Washington, DC
1(800)638-2772
1(800)638-8270 (TT)
(301)504-0580
(301)504-0399 (Fax)

Maintains the National Injury Information Clearinghouse. Maintains free hotline to provide information about recalls and to receive reports on unsafe products and product-related injuries.

Publications List

Books, Pamphlets, Brochures

Nutrition and Your Health: Dietary Guidelines for Americans, Fourth Edition, 1995, U.S. Department of Agriculture and U.S. Department of Health and Human Services.

For sale by the U.S. Government Printing Office, Washington, DC.

Making Healthy Food Choices, USDA, Human Nutrition Information Service, Home and Garden Bulletin No. 250, February 1993, (Spanish version, December 1994).

For sale by the U.S. Government Printing Office, Washington, DC.

Preparing Foods and Planning Menus Using the Dietary Guidelines, USDA, Human Nutrition Information Service, Home and Garden Bulletin No. 232-8.

For sale by the U.S. Government Printing Office, Washington, DC.

Food Facts for Older Adults, Information on How to Use the Dietary Guidelines, USDA, Human Nutrition Information Service, Home and Garden Bulletin No. 251, 1993.

For sale by the U.S. Government Printing Office, Washington, DC.

A Quick Consumer Guide to Safe Food Handling, USDA, Food Safety and Inspection Service, Home and Garden Bulletin No. 248, 1990.

Contact the USDA Meat & Poultry Hotline, at 1-800-535-4555.

Preventing Foodborne Illness, A Guide to Safe Food Handling, USDA, Food Safety and Inspection Service, Home and Garden Bulletin No. 247, September 1990.

Contact the USDA Meat & Poultry Hotline, at 1-800-535-4555.

The Food Guide Pyramid, USDA, Center for Nutrition Policy and Promotion, Home and Garden Bulletin No. 252, 1996.

For sale by the U.S. Government Printing Office, Washington, D.C.

Check It Out! The Food Label, The Pyramid, and You, U.S. Department of Agriculture, Home and Garden Bulletin No. 266, 1994.

For sale by the U.S. Government Printing Office, Washington, DC.

Down Home Healthy Cookin' Recipes and Healthy Cooking Tips, March 1995.

Available from the U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute, NIH publication No. 95-3408SV.

A Tool Kit for Healthy School Meals: Recipes and Training Materials, USDA's New School Lunch and Breakfast Recipes, USDA, Food and Consumer Service, 1995. *Available at school districts and schools who participate in the National School Lunch Program. For sale by the U.S. Government Printing Office, Washington, DC.*

Dear Parents,

Welcome to Food Works, a nutrition education program brought to you by Scholastic Inc., the United States Department of Agriculture's Team Nutrition, and your child's school. The goal of Food Works is simple — to improve the health of children by empowering them to:

- **Choose a variety of foods**
- **Eat more grains, vegetables, and fruits**
- **Construct a diet lower in fat**

You are your child's most important role model, and your help is needed for this program to succeed. Therefore, we have created parent pages, full of fun and informative activities you and your child can do together. After each of the first six *Food Works* lessons, your child will bring home one of these pages to share with you.

WHAT IS A HEALTHY DIET?

The following Dietary Guidelines for Americans, developed by the USDA and the US Department of Health and Human Services, contain the best, most up-to-date advice from nutrition scientists.

- **Eat a variety of foods** to get the energy, protein, vitamins, minerals, and fiber you need for good health.
- **Balance the food you eat with physical activity; maintain or improve your weight** to reduce your chances of having high blood pressure, heart disease, a stroke, certain cancers, and the most common kind of diabetes.
- **Choose a diet with plenty of grain products, vegetables, and fruits**, which are important sources of fiber, complex carbohydrates, and other food components that can help reduce your risk of some chronic diseases.
- **Choose a diet low in fat, saturated fat, and cholesterol** to reduce your risk of heart disease and certain cancers, and to help you maintain a healthy weight.
- **Choose a diet moderate in sugars.** A diet with lots of sugars has too many calories and too few nutrients for most people and can contribute to tooth decay and overweight.
- **Choose a diet moderate in salt and sodium**, which may help reduce the risk of high blood pressure in some people.
- **If you drink alcoholic beverages, do so in moderation**, because alcoholic beverages supply calories but little or no nutrients, and in excess are related to liver disease and some forms of cancer.

Unfortunately, most children do not consume a diet that meets the Dietary Guidelines outlined above. Less than one in five children eats the recommended amount of servings of fruit and vegetables daily. Team Nutrition needs you to join in and help kids make food choices for a healthy diet.

Thanks for joining Team Nutrition.

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This is the first of eight parent pages your child's teacher will photocopy and ask your child to bring home to you. Each page deals with a different aspect of nutrition, and is related to what your child learned in school.

What Are Children Eating Today?

- 35% of elementary school-age children eat no fruit, and 20% eat no vegetables on a given day.
- 27% of children 6-11 years old are considered obese.
- 12% of school-age children reported skipping breakfast.



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Gardening Together

What's one of the best ways to help your child learn where foods come from? Of course—grow your own! Gardening shows your child how plants grow from seeds and what seeds need to mature into healthy plants. Here are some simple gardening activities children can help with and learn from.



GROW A CONTAINER GARDEN

Ready to dig into the soil? If you lack space for an outdoor garden, you and your child can have a small "container garden" on your back porch or city terrace. Leaf lettuce, radishes, and shorter varieties of tomatoes and carrots can all be grown in pots. Here's how:

- **Cover the drainage hole** in the bottom of the pot with a flat stone. That keeps the soil from trickling out.
- **Fill the container with soil** almost to the top. For best results, use potting soil from a nursery or variety store.
- **Dig holes for the seeds.** Check the seed packet to see how deep to dig. (Save the seed packet. You'll need information on it once it's time to thin the young plants.)
- **Place a seed** in each hole. Gently pat the soil over each seed.
- **Water lightly** with a fine mist. The soil should be moist, not soaked.
- **Check the seed packet** for the amount of sun the plants need.
- **Depending on the kind of seeds,** they may take from 3 to 17 days to sprout. Once they do, pull out plants that are too close together, to give the remaining plants more root space.
- **Remember that plants in containers** depend on you for water and food (fertilizer). Keep the soil moist.

FEEDING YOUR GARDEN

Show your child how old food can be recycled to create new food for new plants by starting a compost pile that can "feed" your garden.

- **You'll need a leakproof** container with a lid, such as a small garbage pail. Food scraps, except meat, bones, and grease, can go in the compost pile. Drain off any liquid, then add the scraps to the container and top with a thin layer of soil. You can also add decaying leaves to the pile. Add more layers of food and soil each day until the compost pile is about four inches deep. (Keep the lid on to keep animal scavengers away.) Now just stir the food-soil mixture daily and mist with water to keep it damp.
- **After about a month,** your composted matter will be ready to fertilize your garden.

BOOKS ABOUT PLANTING

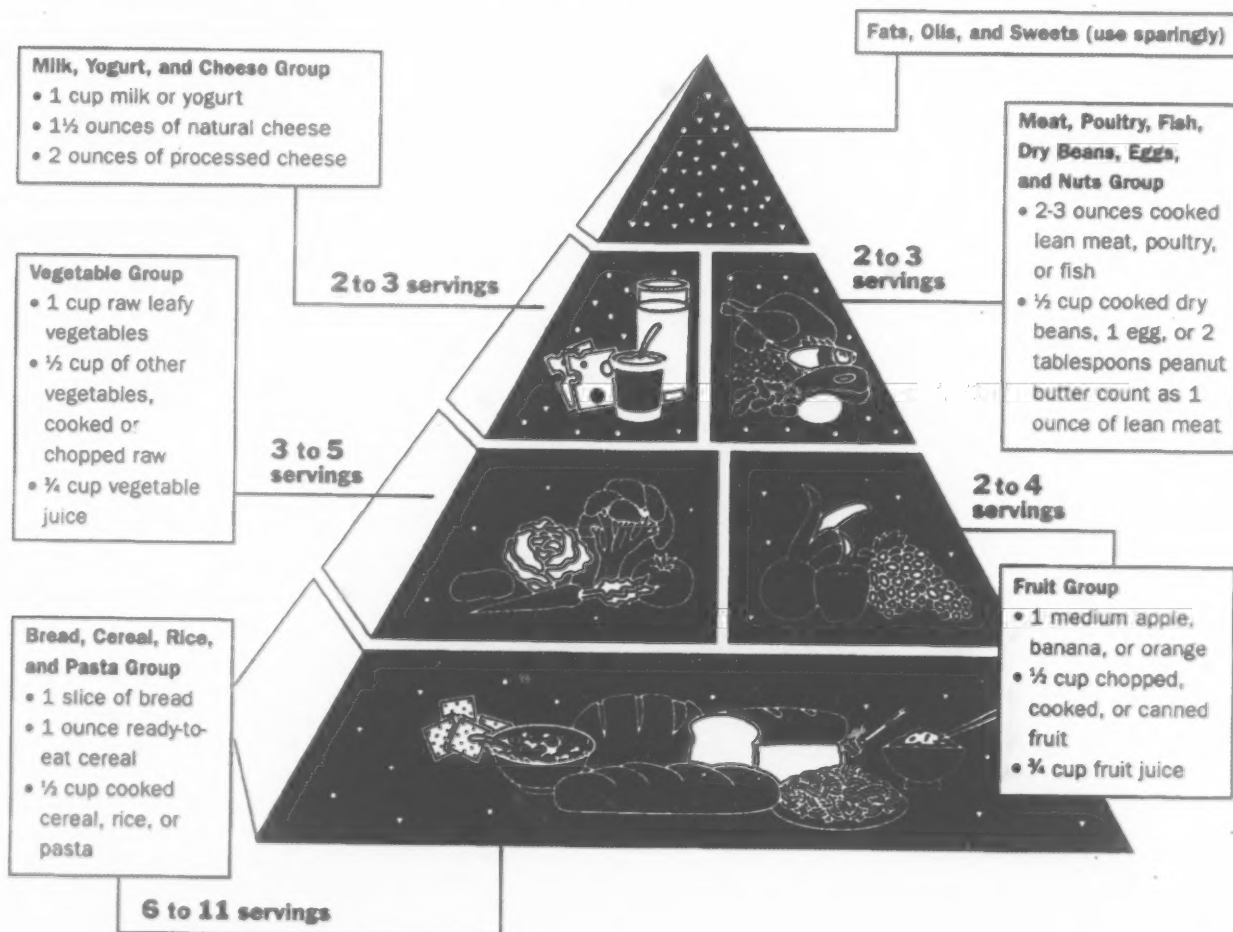
Two great books for curious young gardeners that describe the journey of food from seed to plate are *Where Food Comes From* by David Suzuki and Barbara Hehner (John Wiley & Sons) and *Growing Vegetable Soup* by Lois Elbert (Scholeastic).

Building Healthy Meals & Snacks



The US Department of Agriculture's Food Guide Pyramid, which appears below, is a guide you and your family can use to assess your eating habits. It presents guidelines for choosing foods that provide the right balance of vitamins, minerals, and other nutrients and examples of typical serving sizes. With your child, you can create tasty menus that meet the goals you set based on the pyramid.

FOOD GUIDE PYRAMID: A Guide to Daily Food Choices



■ **Remember!** The calorie needs of elementary school children vary. Each day, your child should be eating the lower-to-middle number of servings suggested on the Food Guide Pyramid for each of the five major food groups.

KEY

• Fat (naturally occurring and added)

▽ Sugars (added)

These symbols show fat and added sugars in foods.

Roots, Stems, Leaves, Fruits, Flowers, & Seeds



Your child has learned that plants are the basis of the food chain. You can use the activities below to reinforce your child's understanding of the role plants play in our diets. As a precaution, remind your child to never taste other kinds of plants without checking with an adult first.

PICKING PLANTS AT THE MARKET

The next time you're at the market with your child, point out foods that are examples of roots, stems, leaves, fruits, flowers, and seeds. For example:

- **Roots:** carrots, turnips, beets, radishes. If possible, look for examples with leafy tops, to remind your child that the part we eat grows underground.
- **Stems:** celery and asparagus
- **Leaves:** spinach, cabbage, kale, and all kinds of lettuce
- **Fruits:** apples, pears, plums, and mangoes
- **Flowers:** broccoli and cauliflower
- **Seeds:** corn, peas, dry beans, oats, and nuts

As you locate these items at the store, discuss with your child how each looks like a leaf, a stem, and so on. For example:

- Talk about how the root vegetables grow underground, just like the roots of plants at home or in the garden.
- Look closely at the broccoli florets. Point out how each is a bud, like a flower waiting to open.
- At home, you can cut open an orange and point out the seeds inside. Explain to your child that a fruit is any edible seed-bearing part of a plant.

CONSTRUCT A FANTASY PLANT

After you return from your shopping trip, challenge your child to use the various plant parts to construct a complete plant. For example, take a parsnip (a root), connect it to a piece of asparagus (a stem), add some sprigs of parsley (leaves), cherries (fruit), broccoli (flower), and finally a few grains of rice (seeds). Ask your child to draw a picture of your colorful creation as a reminder of the plant you created together.

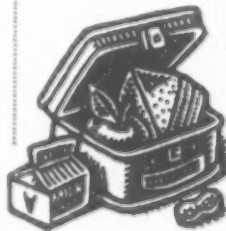
ROOTS AND STEMS IN ACTION

Try this experiment, along with your child, to show how roots and stems pull water up into a plant.

- Take a stalk of celery (or a carrot) and cut off 1 inch from the bottom end.
- Place the stalk in a jar of water.
- Add food coloring to the water (blue or red are best) until the water becomes dark.
- Let the stalk sit in the water for 24 hours.
- With your child, look at the stalk the next day.
- Discuss the color of the leaves at the top of the stalk. Scrape the surface of the celery stalk with a knife—do you see the colored tubes? Discuss their role in "feeding" the plant. Cut the stalk in half and discuss what you see. Challenge your child to explain how the water reaches all the parts of the plant.

PLAN A PLANT PICNIC

You and your child can plan a picnic together that features an all-plant menu. Try to select foods representative of each plant part. For example, your picnic basket could include potato salad made with low-fat mayonnaise; celery sticks; cauliflower florets; cole slaw (also made with low-fat mayonnaise); bread (challenge your child to explain how bread is made from plants); and rice cakes spread with a reduced-fat peanut butter and apples. Or you can simply pack one main item that includes all the parts—a big salad with radishes (roots), spinach (leaves), celery (stems), broccoli (flowers), and tomatoes (fruits), sprinkled with sesame seeds on top.



To drink, bring along fruit or vegetable juice, or try making iced ginger tea (just boil a bit of ginger root and sweeten to taste). If the weather permits, take your picnic outside and find a nice spot. If not, simply spread a blanket on your living room floor and dig in!

Get Energized!



Recent studies report that many children are not physically active on a regular basis. Encourage your child to become involved in sports activities available at school or in the community. At home, you can try some of the activities suggested below to help your child be more active, and to reinforce the link between diet, exercise, and good health.

GRAINS—THE FUEL FOOD

Grains (bread, pasta, or cereal, for example) are filled with complex carbohydrates, a great source of sustained daily energy. The Food Guide Pyramid recommends that children eat at least six servings of grains a day. Encourage your child to set a goal to meet this recommendation. Help your child meet this goal by trying new grain-based snacks together and keeping a log of the grains your family eats at home.

OUTDOOR FITNESS FUN

Children love to be outside, and doing an activity with you makes the experience even more special.

Try these fun fitness ideas together:

■ **Go on All-Season Scavenger Hunts** Challenge your child to walk more by joining him/her on a scavenger hunt. Before you set out, write up a list of items that you can both look for. See who can locate these items the fastest. For example, try to find:

- Items with different colors—red, orange, yellow, green, blue, or purple
- Objects with a variety of textures—smooth, fuzzy, hard, soft, wet

You can take scavenger hunt walks together during every season. Winter, spring, summer, or fall, there's always something interesting that you and your child can discover. You can adapt your checklist of items appropriately.

For example:

- Look for human and animal tracks in the snow
 - Search for signs of spring in new flowers and buds on trees
 - Find interesting shadows on a sunny summer day
- Gather colorful leaves and acorns on a crisp autumn afternoon



INDOOR EXERCISE ACTIVITIES

Physical activity doesn't have to mean running, biking, or swimming. If the weather keeps you inside you can still keep fit.

■ **Have a Dance Party** Dancing is a fun way to exercise and something fun that you and your child can do every day. Encourage your child to invent a dance to go along with a favorite song. Give your child the opportunity to be the teacher and instruct you in their new dance. Later, you can introduce your child to the dances you enjoy most, along with your own favorite songs.

■ **Household Exercise Olympics** Many household jobs help to build strong bodies. Create your own Household Exercise Olympics. Together, you and your child can try the following "events":

- Raking leaves
- Shoveling snow
- Weeding the garden
- Dusting all furniture or washing all windows in a designated room

Try doing these activities in tandem. Afterwards, tally up the "medal" winners in each event and announce the top Olympian in your family at dinner that night.

RELATED READING

After exercising, you and your child might want to settle down and read a book together—try

Bread, Bread, Bread, by Anna Morris.

(1989, Scholastic). Filled with lots of photos, it tells the story of the variety of high-energy grain-based breads found all over the world.

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Understanding The New Nutrition Facts Label



The new Nutrition Facts label makes it easier for people to know what is in the food they eat. Comparing these labels will help you to know which foods have lower fat or fewer calories, which foods make healthy snacks, and which are acceptable for special diets. As a parent, use the new label to make informed food choices that will benefit your entire family.

Nutrition Facts This is the new label heading.

Calories Allows you to compare the calorie content per serving. When comparing similar foods be sure to check that the serving sizes are the same.

Nutrition Panel The nutrients required to appear on the nutrition panel are those most important to the health of people today, most of whom need to worry about getting too much of certain items (fat, for example), rather than too few vitamins or minerals, as in the past.

Conversion Guide Reveals the calorie value of the energy-producing nutrients.

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 260 **Calories from fat 120**

% Daily Value*

Total Fat 13g **20%**

Saturated Fat 5g **25%**

Cholesterol 30mg **10%**

Sodium 660mg **28%**

Total Carbohydrate 31g **10%**

Dietary Fiber 0g **0%**

Sugars 5g

Protein 5g

Vitamin A 4% • **Vitamin C 2%**

Calcium 15% • **Iron 4%**

*Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs:

		Calories: 2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

Serving Size Information

Serving sizes are given in both household and metric measures, and reflect the amounts people actually eat.

% Daily Value Shows how a food in the specified amount fits into the overall daily diet.

Reference Values This section helps you learn good diet basics. These figures can be adjusted, depending on a person's calorie needs.



Pyramid Snacks



Children often cannot consume the amount of food in regular meals that will meet all their dietary needs, so snacks are an important part of their diet. Just as when you plan meals, when you select snack foods, you need to keep an eye on your main goal—a balanced diet. Here are some ideas for healthy snacks that you and your child can try out together:

SNACK MIX

Are you always on the go? Do you participate in active sports like hiking or cross-country skiing? If so, then this mix is an ideal snack for you. It has only half the fat of a one-fourth cup serving of salted peanuts and 144 milligrams less sodium.

- Pretzels, unsalted 1 cup
- Roasted peanuts, unsalted 1 cup
- Raisins 1 cup
- Sunflower seeds, unsalted ½ cup

12 SERVINGS,
about ¼ cup each

Per serving:
Calories 150

Total fat 9 grams

1. Break pretzels into bite-size pieces.

2. Mix ingredients together.

3. Store in airtight container.

SALSA

A fat-free, low-sodium vegetable dip that provides vitamin C and vitamin A too.

- 8-ounce can "no-salt-added" tomato sauce
- 1 tablespoon chili peppers, canned, drained, finely chopped
- ¼ cup green pepper, finely chopped
- 2 tablespoons onion, finely chopped
- 1 clove garlic, minced
- ¼ teaspoon oregano leaves, crushed
- ¼ teaspoon ground cumin

SERVINGS, about 1 cup

Per tablespoon:

Calories 5

Total fat Trace

1. Mix all ingredients thoroughly.

2. Chill before serving to blend flavors.

3. Serve with toasted pita bread, breadsticks, or raw vegetable pieces.

CURRY VEGETABLE DIP

Dress up vegetables in a low-fat way.

- 8-ounce carton plain, low-fat yogurt
- ¼ cup carrots, shredded
- 2 teaspoons green onions, minced
- 1 tablespoon mayonnaise-type salad dressing
- 1 teaspoon sugar
- ¼ teaspoon curry powder
- dash pepper

SERVINGS, about 1 cup

Per tablespoon:

Calories 15

Total fat 1 gram

1. Mix ingredients in a bowl.

2. Chill.

3. Serve with crisp raw vegetable pieces, such as celery, carrot, or summer squash sticks.



OTHER SNACK IDEAS

When your child wants something:

- **Juicy:** fruits
- **Crispy:** pumpkin seeds, carrot sticks, cucumber strips, toast, cereal mixed with nuts
- **For warmth:** soups, cider, or herbal tea
- **For thirst:** vegetable juices, or fruit and yogurt shakes



Supermarket Sleuths



Children are more willing to try new foods when they help to select them. Therefore, a trip to the supermarket is an excellent opportunity to expand the variety of foods your child is willing to eat, as well as an opportunity to learn more about choosing foods for a healthy diet.

To make the activity ideas below even more appealing to your child, you can both play detectives who use clues from the Food Guide Pyramid (Parent Reproducible 3) to choose foods at the supermarket.



PLAN OF ACTION

■ Create a Shopping List Before you take off on your shopping expedition, write out a shopping list together. This reinforces what your child is learning about different kinds of foods and how foods are grouped. First, write down all the "suspects" or items you will be looking for at the store. As you prepare this list, ask your child what he or she thinks the family needs. Then, challenge your child to organize the "suspects" by food group. Have him/her begin by writing all the grains (breads, cereals, rice, and pasta) you need; then listing the fruits, vegetables, dairy products (milk, cheese, yogurt, etc.), and finally all the meat, poultry, fish, eggs, dry beans, and nuts. Include a special "snacks" section on your list, where you both can list healthy snack alternatives.

■ Get Those Groups When you get to the store, ask your child to locate foods by food groups. Turn the shopping list over to him/her and suggest that he/she checks off each item as it goes into your cart.

■ Wanted! New Foods Pick a food group and ask your child to choose one or two new foods from this group for the family to try. It could be a new kind of fruit, a vegetable your child hasn't tried before, a new flavor of cheese, a type of dry bean you can use for soup or salad, an interesting shaped pasta, or a different kind of bread. You can decide on these new foods at home or wait to see what you find at the store. Have your child select a new item from a different food group on your next trip to the market together.



CONNECTING THE CLUES

While you are at the store, encourage your child to look for connections and make comparisons.

- Can the same food be found in different forms in the store? For example—vegetables can be purchased fresh, in cans, frozen, or as ingredients in soup. Ask if your child can find examples of other foods in various forms.
- Challenge your child to come up with a list of "clues" about his/her favorite foods. Then you can try and guess what they are.

■ Take Your Shopping Cart Around the World

Browsing through a supermarket can help your child discover the wonderful variety of foods that are grown or produced throughout the world. Together, you and your child can plan to introduce the rest of the family to foods from other cultures. Before you go shopping, set goals to try new foods from other countries. Make a list of countries, and choose one dish from each. Write out the ingredients you will need to prepare these foods. This list can be used as a checklist each time you go shopping. When you are at the store, challenge your child to locate these items. When your family is eating this new dish, let your child announce what country it comes from.

To help monitor your travels, make a poster of the world to hang in your kitchen. As you and your child "travel" from continent to continent, sampling foods, fill in the different countries and the dishes you have tried together. See how long it takes to eat your way around the world!

FAMILY FOOD INVESTIGATION

Encourage your child to explore his/her food heritage. Suggest that he/she interview older family members about the foods they ate as children or their favorite foods now. Using all the information your child collects, you can make a family food tree that illustrates these special family foods. Discuss family recipes and make a shopping list for one of these recipes. Have your child track down the ingredients when you arrive at the store.

